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ABSTRACT

This document was designed to provide a vehicle for educators in postsecondary institutions to (1) develop a philosophical position regarding the career education concept, (2) consider the philosophical implications of career education as related to curriculum reform in institutions of higher education, and (3) develop procedures for relating the content of curriculum to the needs of students enrolled in postsecondary institutions. The major portion of this document is comprised of instructional units which represent faculty and administrative efforts to infuse career education concepts at the postsecondary level, using two schools as examples--University of Maine and Husson College. Sixteen sample units (University of Maine) intended for use in the areas of education and human development and nine sample units (Husson College) intended for use in business education and business administration are included. Each instructional unit includes an introduction, unit goals, unit objectives, learning activities, resources, evaluation, and time constraints, as required by the model used by staff for the production of these units. A separate chapter (10 pages) illustrates the approach developed to train faculty and staff in the philosophy and concepts of career education. (TA)

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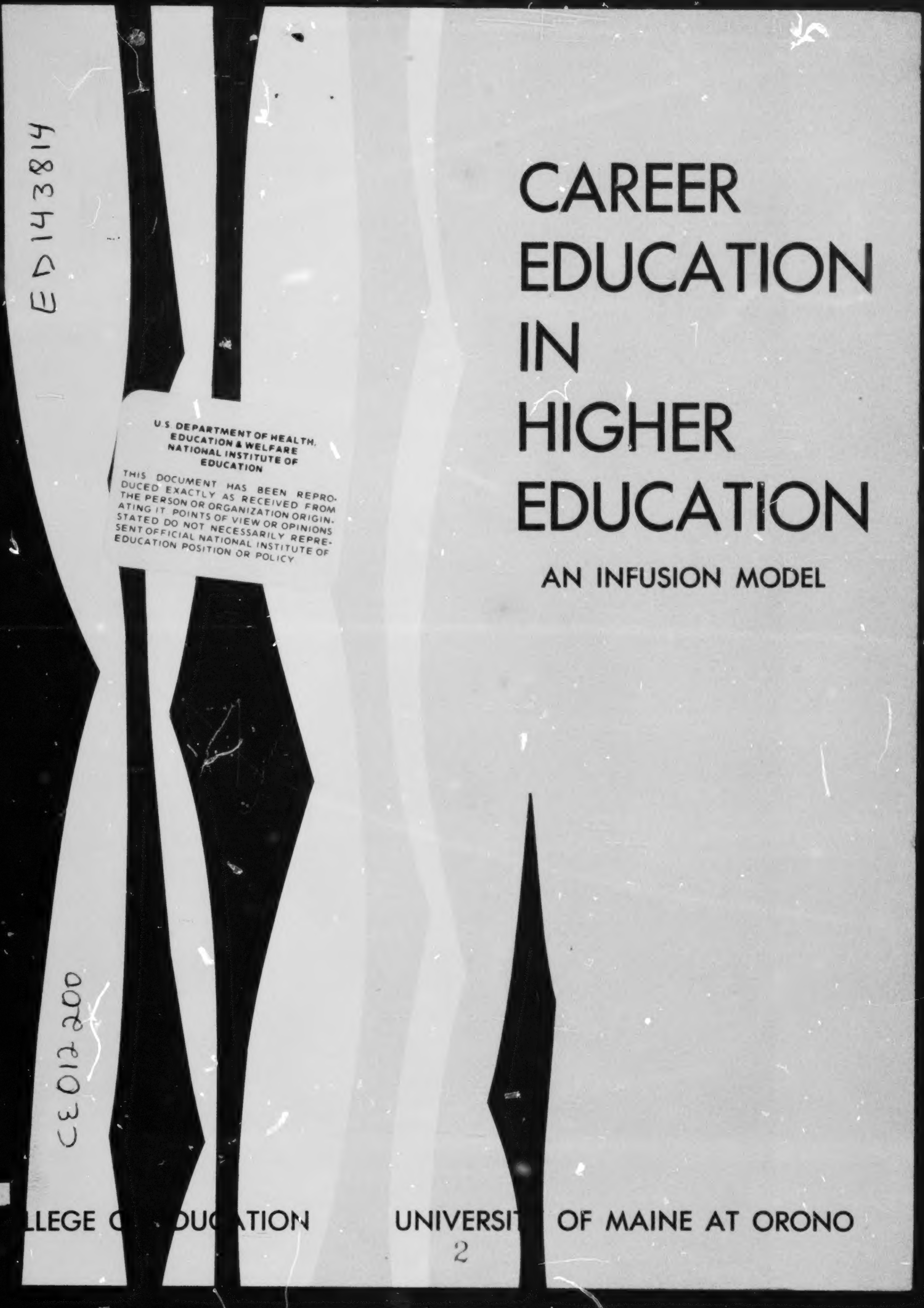

CAREER EDUCATION IN HIGHER EDUCATION

AN INFUSION MODEL

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Career Education in Higher Education

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1977

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FORWARD

The integration of career education philosophy, concepts and practices in the educational endeavors of post-secondary institutions is one of the more challenging tasks confronting faculty and staff. Attention to student career development needs is beginning to assume a more important role within the total mission of the varied institutions of which higher education is comprised. Of equal importance is the empending impact on post-secondary curriculum efforts that the career education concept is having. Excitement and overall enthusiasm exist for the potential of career education to revitalize the mission of higher education. Of paramount importance is the need to help students articulate their particular career interests and to provide a broad-based response from faculty and career development staff in this area. The participants in this Comprehensive Career Education Project at the unit/college level were responsive to the above needs. On behalf of the project staff, our sincere thanks are extended for the cooperation and courtesies we received in presenting the career education concept.

As director, my leadership and administrative tasks were facilitated by the superior support extended by Robin Nadeau, project secretary; Vicki Burgess, research assistant; Jack Sutton, research associate and Bob Drummond, professor of education. Innumerable drafts, revisions and technical changes can be vexing: the work was accomplished. Naturally, errors in interpretations of the final draft should be attributed to administrative oversight. We have attempted to provide a quality document that illustrates a model for infusing career education in post-secondary education and provides sample instructional units. We believe they are of high quality and would appreciate feedback from scholars in the field who use the materials or concepts. Once again, sincere thanks to the participants and staff for enthusiastic assistance.

Charles W. Ryan
Professor of Education
University of Maine at Orono
May, 1977

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Chapter 1

CAREER EDUCATION: AN INTRODUCTION

The career education concept has stirred both controversy and heated debate since its inception in 1971. As envisioned by former U.S. Commissioner of Education Sidney Marland (1971) career education provided a concept that could bring massive reform to the public schools. Career education calls for major reform of the educational system to include emphasis on preparation for life and providing skills to help all citizens cope with living. It has as a major emphasis the need to help youth develop skills to make the transition from school to work. To accomplish this , the advocates of career education are calling for curriculum and attitudinal reform in both secondary and post-secondary institutions of learning.

Educational philosophers have disagreed as to whether the curriculum should be knowledge-centered or student-centered. Essentialists have contended that the major focus of curriculum effort should be the transmission of historical and contemporary knowledge, with less emphasis on the psychological concerns of individuals. Progressive educators have countered with their claim for placing individual needs above mere transmission of knowledge. Career education, as a philosophical position, attempts to merge both contending philosophies into a model that integrates a variety of learning theories and provides each individual with knowledge, skills and values that are satisfying to self and productive to society. As Hopkins (1974) stated, education must assist students in learning how to use their lives in context with the skills and knowledge taught by our learning institutions.

It is the purpose of this monograph to provide a vehicle for educators in post-secondary institutions to:

1. Develop a philosophical position regarding the career education concept.
2. Consider the philosophical implications of career education as related to curriculum reform in institutions of higher education.
3. Develop procedures for relating the content of curriculum to the needs of students enrolled in post-secondary institutions.

Evidence provided by several student values studies has strongly indicated that "social values and career needs are interrelated" (Yankelovich, 1974). The number of students seeking a college education for career reasons has been growing in proportion from 1968 when the percentage was 55 percent, to 1973 when it had risen to 66 percent. Students are seeking careers where they can find self-fulfillment. Their goal is personal integrity within the parameters of a traditional career path. Assistance from faculty and staff in the post-secondary institution is vital in meeting this need.

CAREER EDUCATION: A DEFINITION

If career education is to receive a fair hearing in institutions of higher education, it must be accepted by the faculty. Faculty members are interested in the career development of their students, but often lack either the skills to effectively integrate career advising within their discipline or the support resources to assist students. Prior to illustrating procedures for introducing the career education several points need to be made. First, the faculty and curriculum development are tied together as any changes are dependent on faculty action. Second, the reward system for promotion and tenure does not endorse student advising and curriculum development as high priority items for faculty attention. In essence, it is the research function which matters most when awarding promotion, merit salary increases or tenure. It will call for action by central administration and trustees to alleviate this situation by articulating new standards for judging success.

The faculty, collectively or individually, has not received good marks for proaction. Needed changes have usually occurred as a result of a reaction to student or trustee pressure. As a result, faculty impact on student values is at best marginal, and the relevance of curriculum content to the career opportunities available is tenuous. According to Hefferlin (1969), the institution of higher education engages in sporadic reform by major crises. The lack of career opportunity for college graduates and criticism of the advising system are excellent examples of problems needing full faculty attention. Students are seeking more than program planning on a semester basis from the particular institution they attend. The career education concept may provide faculty members a basis for curriculum development and the means to reduce the above tensions.

For faculty and staff it is important that definitions for career education and career development be sharply illustrated. The following definitions possess both breadth and depth and can serve as starting points for institutional planning:

1. Career Education - a comprehensive curriculum related effort that integrates instructional materials and teaching procedures into a sequential program for students in post-secondary institutions. Academic efforts are coordinated to help students identify the relevance of what they learn to their unique selves. These efforts, combined with career goals, prepare the student for a successful transition to society.

2. Career Development - the approach by which specific services are provided to each student as part of the lifelong process related to examination of self, self-development, implementation and planning of career goals. Emphasis is on promoting growth and development in the career sphere of the individual life.

Most experts in the career education domain agree: (1) career education is concerned with preparation for work, (2) it involves more than just preparation for job entry, (3) it should be for all students and (4) it is the responsibility of all educational institutions, not just public schools, to participate in this venture.

CAREER EDUCATION IN HIGHER EDUCATION

It is important that career education in post-secondary educational institutions attempts to illustrate the relationship between what is taught in the classroom and the skills needed to survive in the working world. Survival means more than possessing occupational skills, it includes coping skills for enjoying the cultural acitivities in our society. The evidence indicates that graduates of our major institutions appear to lack skills in many of these areas. For many students, the problem is not lack of content knowledge, it is the lack of experiential activities or work experiences that complement the theoretical concepts presented in class. It is important for a chemistry or history major to "try out" theories or concepts in a realistic work environment where other survival skills are operating. As Newman (1972) reported, research indicates that successful achievers in business have developed skills not taught in formal education. Identifying problems and establishing procedures to resolve them are seldom taught or included in classroom examinations.

If faculty members believe that preparation of youth for successful living is a priority for educational effort, then our behaviors must include activities that demonstrate this. Assisting students with self examination, expanding career awareness and improving decision-making sills are logical areas in which to concentrate our efforts. The advantages of career-infused course content are two-fold. Student can begin to (1) develop a realistic appraisal of their career goals and (2) relate cognitive theories to actual work situations. Skills to cope in a complex society are thus developed prior to leaving the formal educational structure.

In addition, assisting students in the formation of work values and career coping skills ought to be of high priority. Work as a concept and applied effort does not seem to be held in high esteem by youth (ages 17-30) in our society. The research reported by Yankelovich (1974) indicates a swing back toward acceptance of more traditional values. For example, career aspirations have become more traditional as college students search for self fulfillment within the parameters of economic security, opportunity for advancement and the chance to earn a good living. The challenge of the job remains an important criterion for college educated youth. Concerned faculty and staff must examine the institutional purpose and program to determine how well we facilitate students' development of personal, psychological, social and economic attitudes about work. Discussions regarding the role of work in our lives should permeate the total curriculum. It is unrealistic to expect understaffed and poorly financed career planning and placement offices to assume this burden without faculty assistance.

The development of coping skills must parallel the attention given to work values. If we focus on only the development of cognitive academic skills for our youth, we may be doing them an injustice. Academicians who refuse to recognize the societal changes that require a broader conception of education are doing both society and our youth a disservice. Several of the more important changes are as follows:

1. Family changes: both husband and wife work. The number of children planned is 2 or less.
2. Women's liberation: changing sex behavior, greater participation in athletics and greater demands for equal treatment in the work world.
3. Work force: more people holding two jobs; earlier retirement to enter another career field and more leisure time are key examples.
4. Population shifts: people are living longer, increasing numbers are moving back to rural areas and the bulk of our population is no longer under age 25 (the spread is even across all ages).

In line with the previous changes, life in our society is more complex and the daily tensions seem to be increasing. Coping or surviving are no longer skills that apply only to poor or economically deprived citizens; students in the post-secondary institutions need our concerted attention in this area. It is contended that direct teaching of interpersonal process and career planning skills is essential to help all persons assume more direct control of their lives. Illustrative examples of life coping skills are as follows:

1. Coping with cultural, ethnic, racial and sex differences and similarities in the United States. Students will need training in locating, understanding and interpreting anthropological-sociological studies as related to these areas. In class, faculty could use role-reversal exercises and resource persons to examine these issues.

2. Coping with communication problems. Students will need training in basic communication skills to enhance their personal and professional relationships. Utilization of human relations training programs in psychology, sociology or education are reasonable approaches in this area. The program developed by Carkhuff (1974) How To Help Yourself: The Art of Program Development is an example of programmed material in this area.

3. Coping with value change in an evolving society. Students need the guidance and expertise of faculty in the humanities, psychology, sociology, philosophy and education if they are to develop skills in assessing their roles in society. Materials developed by Simon (1972) provide individual and structured classroom exercises for use by the instructional staff.

4. Coping with decision problems. Our present complex society with increasing technological sophistication and various social ills requires the use of decision making processes far different from 20 years ago. Students need assistance in conceptualizing the variety of situations that must be dealt with as adults, and in effectively dealing with those situations. Faculty and staff could assist students in sharpening their decision skills by using the Gazda (1977) materials and other similar kits. These materials present alternative strategies to facilitate applied decision theory and could be used with faculty in-service training programs.

5. Coping with career choice. Faculty members' ability to respond with accuracy when students question the relevance of curriculum offerings can be applied to occupational choice in our society. Students require information about labor market trends, occupational demand in specific fields and professional requirements that must be acquired

> prior to entry. The relationship between professional preparation and future employment opportunity must become a part of faculty advising. It is no longer reasonable to refer students to career planning and placement offices. Faculty have an obligation to develop expertise in their particular discipline as a career advisor; this will require use of such materials as the Life Career Development System of Walz (n.d.) and Decision by Gelatt (1973).

In sum, faculty and professional staff will need to continually examine their competence in assisting students to develop skills for coping in the five cited areas. To assist post-secondary institutional staff, the remainder of this monograph provides a training model for introducing career education. Chapter 2 illustrates the process used for staff development on a multi-purpose four-year campus.

Chapter 2

A MODEL FOR FACULTY DEVELOPMENT

In Maine, a variety of research projects to infuse career education concepts within the public schools have been conducted since 1971. However, these programs were lacking a common bond that would serve as a "career education umbrella" to cover all segments of the population, and were basically oriented to the public schools. Since September 1975, the State Career Education Consultant has been identifying and documenting local school needs and efforts to initiate career education. The Maine Plan for Career Education Grades K-12, has recently been accepted by the State Board of Education and will provide guidelines for implementation in the public schools.

The next step is to extend the in-service effort to infuse career education in K-12 and change the procedures by which teachers are trained prior to entering the profession. As Hoyt (1975) succinctly observed, "Evidence justifying an assertion that career education is a vibrant and growing movement would, it seems, be difficult to amass if one were to search for it among the teacher education institutions across the land."

It was the intention of this project to provide a partial remedy for this situation by establishing a cadre of experienced post-secondary educators in Northern New England and to develop in-service materials to assist other university based educators throughout the United States. The material that follows will illustrate the approach developed to train faculty and staff in the philosophy and concepts of career education.

The context in which this project took place is set forth in the following description of Husson College and the University of Maine at Orono.

Husson College

Since 1898, Husson College has developed and maintained a reputation for preparing teachers in Business Education, insurance executives, accountants, bankers, and management personnel. Since its inception, Husson has been committed to the development of business skills for students who are seeking immediate employment. The faculty numbers about 43 with primary concentration in the areas of business administration, accounting, business teacher education and secretarial science. Husson is essentially a single-function institution with a major emphasis on teaching. Research and public service efforts are not as strong in terms of overall staff commitment, but a slight change in this area has occurred since President Franklin Peters took office in 1971.

University of Maine

The University of Maine at Orono (UMO) was the original land grant institution for the state and received its charter in 1865 under the provisions of the Morrill Act, 1862. Since its opening in 1868 with 12 students and two faculty members, the Orono campus has grown to a multi-purpose institution with more than 9,000 students and more than 500 professional staff members. UMO is committed to providing public service, research and teaching to members of the public and students enrolled in one of the five colleges. Interested students can choose from a variety of programs, both two and four-year. Administrative units of UMO include the Colleges of Arts and Sciences, Life Sciences and Agriculture, Business Administration, Education, Engineering and Science, and Graduate School. A two-year community college is administratively attached and located in Bangor, Maine.

OVERVIEW OF IN-SERVICE TRAINING MODEL

The overall objective for this project was to demonstrate to teacher educators at Husson College and the University of Maine the philosophy, methods and objectives of comprehensive career education. The implementation of this objective was accomplished in the following manner:

1. A seminar series was designed for 19 faculty and staff members at the Husson College campus.
2. A seminar series was designed for 16 faculty members at the UMO campus.
3. Career education materials were disseminated to all participants through a specially prepared notebook.
4. Site visits and demonstrations were arranged so that participants could observe career education methods presently being utilized in a K-12 program.

The purpose of this seminar series was to provide an overview of the philosophy, concepts and practices of career education with particular emphasis on post-secondary models. The seminar series which was designed by project staff consisted of career education content sessions and out-of-class assignments. Selected consultants and reading materials for this series were specifically selected to help each participant examine career education from both a philosophical and applied base.

Recruitment of participants was accomplished by sending a letter describing the project and seminar series to each faculty member with a registration card to be filled out if he/she agreed to participate. Each applicant was informed that there were two major requirements for their participation in the seminar.

1. Each participant was encouraged to attend each scheduled session; a stipend was made contingent upon attendance.
2. Each participant was required to develop an instructional unit that infused a career education element for use in one of his/her courses.

The Husson series consisted of four two hour presentations by consultants, all of whom had an extensive background in the career education field. The topics included:

1. Foundations of Career Education: An Overview
2. Career Education Models for Four-Year Institutions
3. Demonstrations of Career Education Programs
4. Infusing Career Education in Undergraduate Programs

The composition of the participating group from Husson College is shown in Chart 1.

Chart 1

Husson Faculty/Staff Composition

Academic Ranks Represented*		Academic Areas Represented	
Full Professor	4	Accounting	1
Associate Professor	4	Secretarial Science	8
Assistant Professor	5	Teacher Education	3
Instructor	6	Business Administration	2
Total	19	Administration	5
		Total	19

*At Husson many faculty hold dual appointments in teaching and administration.

The seminar series for the UMO staff was more extensive as it included seven two-hour sessions and a participant-arranged field visit to a career education class in the Bangor Public Schools. Essentially, the same recruiting procedures were used to select these participants from the College of Education and School of Human Development as were utilized with the Husson College faculty. A total of 25 faculty and staff members responded to the announcement letter and project abstract. A total of 16 of these individuals participated in the seminars. The following selection criteria were established to ensure diversity among participants:

A. Representation from different academic subject areas.

B. Prior participation 1975-76 seminar series (two were selected).

C. Representation of different academic ranks - Professor, Associate Professor, Assistant and Instructor.

D. High student contact at the undergraduate level.

Chart 2 indicates that various academic ranks and fields were represented.

Chart 2

UMO Faculty/Staff Composition

Academic Ranks Represented	
Full Professor	1
Associate Professor	5
Assistant Professor	4
Instructor	4
Staff	2
Total	16

Academic Areas Represented	
Administration	1
Special Education	2
Education Administration	1
Counselor Education	1
Language Arts	1
Science Education	1
Educational Foundations	5
Upward Bound Program	1
Child Development	2
Adult Education	1
Total	16

SEMINAR FORMAT

The seminar format was similar at both institutions. The two-hour format was divided into two one-hour segments, with the first hour devoted to a theoretical overview of the topic and the second hour for application strategies and discussion.

Topics were selected to give participants a broad perspective on career education. Consultants from various sections of the country were selected to present the topics in Chart 3. Each of the consultants selected had actually directed or participated in a career education activity at the post-secondary level. The consultants presented both conceptual and practical applications of career education that would facilitate its acceptance on the campus. Chart 3 contains a sample of consultants and illustrative topics utilized for the career education seminars.

Chart 3

The Consultants and Illustrative Examples of Their Content Presentations

Consultant	Career Education Concepts
Dr. Charles Ryan University of Maine	- Introduction to general career education concepts - Eight elements of career education - Overview of reasons behind career education
Dr. Robert Ristau Eastern Michigan University	- Infusion strategies - Self awareness techniques - Career awareness techniques - Research ideas - Course Development Model - College of business role - Life skills competencies - Career education definitions exercises
Dr. Donald Casella Birmingham Southern College	- Implementation of career education with basic academics - Practical labs and demonstrations - Self awareness emphasis - Importance of career placement - Definitions of career related terms
Dr. Joseph Quaranta Ohio State University	- Theoretical foundations for career development - Students as least critical supporters of career education - Reality of student/peer evaluations - Infusion ideas - Focus on problems hindering career education - Ohio state model for teacher education career education - Career ladders

SEMINAR MATERIALS

In order to assist the seminar participants, a special notebook was prepared to provide the reading materials. Selection was based upon a review of the existing literature and personal contacts with directors of post-secondary projects in 1975-76 (see Chart 4).

Chart 4

University Career Education Materials

	Topic	Number of Articles
1.	Foundations and Overview of Career Education	12
2.	Self Development Techniques and Resources for Teacher Education Majors	4
3.	Curriculum Development: Infusing Career Education	5
4.	Models for Higher Education	7
5.	Career Planning: Skill Development	6

CAREER EDUCATION DEMONSTRATION

One of the seminar objectives was to arrange visits or provide demonstrations of on-going career education activities. The purpose of this was to give university faculty and staff an opportunity to observe first hand the implementation of the theoretical constructs presented by the consultants and illustrated in the notebook.

The Husson College seminar participants received a demonstration by a panel of teachers on career education infusion strategies. The panel consisted of three teachers, representing grades three, nine and ten.

The UMO seminar participants arranged their own observation visit with the Career Education Office of a local public school system. Generally, this worked well as each participant was able to observe a specific activity, teacher or grade level and had an opportunity to take an active part in the activity itself.

EVALUATION

The evaluation of the seminar series was designed to account for the differences in procedure between the Husson and UMO groups.

There were three evaluation techniques utilized:

1. A Career Knowledge Test was devised to measure the instructional content gained by the participants of the seminars. A posttest-only control group design was utilized for use with the Career Knowledge Test. The results showed that both the Husson and UMO seminar participants scored significantly higher on this test than did the control group. Thus, as a result of planned delivery of career education content, there was a significant increase in participant knowledge.

2. A self-report evaluation form was developed to secure participant reaction to the seminar series. In general, 27 of the 33 participants wrote favorable comments, four were undecided and two felt that the series was not worthwhile. The major comments on the seminars are presented in Chart 5.

Chart 5

Seminar Evaluation Responses

Strengths	Weaknesses	Suggestions
Consultants	Lack of Discussion Time	More Discussion and Instructional Time
Staff	Lack of Structural Outcomes	More Examples of Higher Education Units and Specific Implementation Strategies
Planned Program	Not Enough Examples for Higher Education	More Small Group Work
Overview of Career Education		Three Hour Sessions with One Hour for Discussion
Materials		
Career Education Unit Preparation		
Opportunity to Look at Myself in a Different Way		

3. A post seminar structured interview was conducted with each participant by an independent research agency. The purpose of this interview was to assess personal growth and utilization of the career education concepts. An analysis of data from the structured interviews is not available at this time. However, preliminary data indicates that a high percentage of the participants had successfully utilized career education concepts in their courses, and had made plans to incorporate these concepts into future coursework.

In sum, the evidence indicates that faculty enthusiasm for in-service training was high and career education was a topic of concern. Based on experiences with this particular group, it is evident that providing assistance to students in the two domains of self development and career development is a relatively high priority. Additional training will be needed to assist faculty in implementing the decision making, educational awareness and economic awareness elements of career education in their teacher efforts. Suggested instructional units which were developed by the participants in this university-based career education effort are presented in Chapter 3.

Chapter 3

CAREER EDUCATION INSTRUCTIONAL UNITS

The infusion of career education philosophy and practice within institutions of higher education is a formidable task. A variety of pressing issues, such as student enrollment, funding and faculty remuneration occupy a significant portion of planning time. Curriculum development and improved student advising have not received needed attention due to these other pressing issues. Faculty members are concerned about student welfare, but are often confused as to which issue should receive top priority and attention. The results of our university based career education seminar series provide strong evidence that faculty members can and will infuse career education concepts into their areas of expertise.

To accomplish one of our major goals, seminar participants were required to develop and field test a career education infused unit in their particular academic area. Our general objectives were:

1. To assist the seminar participants in developing a career education infused unit.
2. To provide resource materials and consultant service to the participants in preparing the instructional units.

As a result of these efforts examples of university oriented career education instructional units were prepared for national distribution. If these faculty efforts are indicative of general interest and support of career education, then the future outlook is promising.

Each participant was required to utilize at least one of the eight career education elements. In several cases, faculty members worked as a team in developing the unit. To ensure some consistency in format and permit greater use by other professionals throughout the United States the following model was used in unit development. Slight variations from this model were permitted, to accommodate particular faculty teaching styles. An outline of the model follows.

MODEL FOR UNIT DEVELOPMENT

Production of high quality curriculum material at minimum cost and within time constraints is enhanced through use of common procedures of unit refinement/development. Since the following format effectively communicates its intentions to both learner and instructor, it is suggested that this be used in preparation of an instructional unit for publication.

Unit Format

Introduction

Discussion of the purpose of the instructional unit and a brief overview.

Unit Goal(s)

A global statement of direction, intent or long range aim.

Unit Objective(s)

A specific statement of intention(s) in terms of observable or measurable student performance. One of the following three criteria should be included in each objective:

1. What the learner must do.
2. Under what conditions and with what materials it must be done.
3. Standard of performance to be met - how the teacher and student will know that a specific standard or level of accomplishment has been attained.

Each unit goal should have at least one performance objective which is stated so that accomplishment of it facilitates movement toward the goal.

Learning Activities

Specific classroom, community or campus based activities that facilitate attainment of the objectives. The content should be in topic form and generally describe the concepts, skills, understandings and personal learnings that will be provided the learner. It is suggested that at least one learning activity be outlined for each performance objective.

Resources

Curriculum materials, lists, games, tests, resource people, field experiences, work-study stations, etc., which assist the learner in meeting unit objectives.

Evaluation

Specific techniques or procedures to assess learner achievement and/or program effectiveness.

Time Constraints

Recommended time frame for presenting the unit.

Also, the use of standardized abbreviations was an integral part of the unit development procedure. Effective communication is possible only with adequate explanation of designators and abbreviations. In examining the sample career education units the following explanations are necessary:

Abbreviations

HO = handout
ES = exercise sheet
TR = transparency
UMO = University of Maine at Orono
USOE = United States Office of Education

The following career education infused units are provided for use by faculty members who teach in post-secondary institutions. The broad range of missions and functions creates a different atmosphere for the introduction of career education at UMO and Husson College. The diversity between Husson and UMO necessitates a different perspective in organizing career education materials. To help the reader utilize these units they are divided into two sections which represent the different campus missions. As evaluative feedback would be beneficial to future development efforts, communication with the authors is encouraged.

UNIVERSITY OF MAINE AT ORONO

The following instructional units are intended
for use in the areas of education and
human development.

APPLICATION OF CAREER EDUCATION TO ADULT DEVELOPMENTAL STAGES

Paulette T. Beatty, Adult Education

INTRODUCTION

The instructional unit, Adult Developmental Stages, is intended as an introductory experience:

1. to provide the future adult educator with a framework within which the developmental stages of adulthood can be understood,
2. to increase the sensitivity of the future adult educator to the developmental stages of adulthood in self and others,
3. to provide an opportunity for the future adult educator to explore the impact of the developmental stages of adulthood for the design and implementation of educational programs.

This unit is suitable for offering in an upper-level undergraduate or first year graduate program of study. It could be included within such courses as:

1. An Introduction to The Field of Adult Education,
2. The Adult Learner, or
3. Teaching in Adult Education.

The intended target population for this unit consists of persons pursuing a professional degree in adult education. A number of other persons, especially those working in a variety of capacities in service to the adults in our society, would benefit from the experience.

GOALS

Until recently there has been a void in the professional literature relating to the developmental processes of adulthood.

We exist largely in the absence of a system of social beliefs and values which recognizes, accepts, rejoices in, and supports the process of growth and change in persons as a natural phenomenon throughout the entire span of each human life. The void reflects an implicit assumption that with the passage from adolescence to adulthood, one becomes a "developed" person and enters a period of stability and permanence devoid of developmental changes in the dimensions of one's person: physical, social, psychological. We tend to lump indiscriminately the sixteen year old through the octogenarian into an amalgam called "adulthood."

Consequently, the adult in our society has a distorted and limited frame of reference against which he or she can explain and interpret those changes which have been, are, and will continue to be an integral part of his or her daily life experience. In the absence of an adequate frame of reference, it is unrealistic to expect an adult to derive meaning from, to assume an assertive and responsible stance toward, or to rejoice in his or her developmental processes. This must be changed.

Adult education is a societal support system through which adults voluntarily seek systematic opportunities for growth relating to any and all facets of life: occupation, home and family, social and civic, and self-actualization. Adult education, to be effective, must touch people's lives where they are. It must be relevant to the "life space," the developmental stage, which is a unique configuration for each individual.

One goal in the professional preparation of future adult educators is to insure that competencies are developed which will provide a high degree of sensitivity to the adult's life space. This sensitivity is critical to the teacher of adults, the counselor of adults, the program developer, and the administrator of adult education enterprises. The adult educator acts responsibly in his or her role only when activities are undertaken in response to this life space, this developmental stage.

This unit is directed toward meeting this goal. It will do so through three instrumental sub-goals:

1. The students will have a frame of reference within which the the adult developmental stages can be discussed.
2. The students will have an increased awareness of themselves as adults at unique developmental stages.
3. The students will have an experience of educational programming related to developmental stages.

The three sub-goals of the instructional unit are intimately linked with two more generic goals or elements contained within the career education scheme. These two goals or elements are self-awareness and career awareness.

OBJECTIVES

Three objectives relate to goal 1; two objectives relate to goal 2; four objectives relate to goal 3; and one objective relates to all goals.

1A. The student will write, in an out-of-class situation, a series of questions which could be utilized in a questionnaire identifying and describing the social roles of adults at various developmental stages.

B. The student will write, in an out-of-class situation, a series of questions which could be utilized in a questionnaire identifying and describing the physiological changes of adults at various developmental stages.

C. The student will write, in an out-of-class situation, a series of questions which could be utilized in a questionnaire identifying and describing the psychological changes of adults at various developmental stages.

2A. The student will, in an out-of-class situation, fill out the developmental stages questionnaire for his or her present developmental stage.

B. The student will, in an out-of-class situation, fill out the developmental stages questionnaire for his or her developmental stage____years earlier.

3A. The student will, in an out-of-class situation, develop in writing a single page prescription for a one year personal educational program based on the completed descriptive questionnaire for his or her present developmental stage (Objective 2A).

B. The student will, in an out-of-class situation, develop in writing a single page prescription for a one year personal education program based on the completed descriptive questionnaire for his or her developmental stage ____ years earlier (Objective 2B).

C. The student will, in an out-of-class situation, develop in writing a single page prescription for a one year personal educational program based on the completed descriptive questionnaire of a peer for his or her present developmental stage.

D. The student will, in an out-of-class situation, develop in writing a single page prescription for one year personal educational program based on the completed descriptive questionnaire of a peer for his or her developmental stage ____ years earlier.

LEARNING ACTIVITIES

1A. Pre-Class: reading of Havighurst relating to the topic of social roles and developmental tasks in the adult life cycle.

Class 1: One hour lecturette and role playing: social role and developmental tasks in the adult life cycle.

One hour panel discussion: What are the changes in social role and developmental tasks in the adult life cycle? Panel members might include persons such as a member of the senior citizen council, an elementary or secondary school principal, an officer of a parent teacher association, a member of the ministerial assocation, an officer of a savings and loan corporation, an employment agency officer, a member of the community realty association, a staff member of a women's center.

One hour class discussion and synthesis of reading, lecturette, role playing, and panel discussion.

Post-Class: development of questions relating to social roles and developmental tasks in the adult life cycle for inclusion in class questionnaire.

B. Pre-Class: reading of Verner and Davison relating to the topic of physiological changes in the adult life cycle.

Class 2: One hour lecturette and video-cassette, and discussion on physiological changes in the adult life cycle.

One hour panel discussion: What are the physiological changes which occur throughout the adult life cycle? Panelists might include persons such as a general practitioner from the medical field, a nutritionist with cooperative extension, a physical education specialist; specialists in the medical field such as: endocrinologist, audiologist, ophthalmologist or optometrist.

One hour class discussion and synthesis of reading, lecturette, video-cassette, and panel discussion.

C. Pre-Class: reading of Gould relating to the topic of psychological changes throughout the adult life cycle. Use the Gould Instrument: The Phases of Adult Life.

Class: One hour lecturette and recording and analysis of class profile based on the Gould Instrument.

One hour panel discussion: What are the psychological changes which occur throughout the adult life cycle? Panelists might include persons such as a staff member of a counseling center, a practicing psychologist, a practicing psychiatrist, a marriage counselor, a cosmotologist, a member of the clergy.

One hour class discussion and synthesis of reading, instrument, lecturette, class profile, and panel discussion.

Post-Class: development of questions relating to psychological changes in the adult life cycle for inclusion in class questionnaire.

D. Class 4: a total of three class hours to design a common questionnaire to be used in subsequent activities directed toward describing unique individuals and their developmental stages. In class completion of predesigned evaluation instrument.

2A. Pre-Class: student completion of questionnaire for himself or herself at present developmental stage.

B. Pre-Class: student completion of questionnaire for himself or herself at his or her developmental stage ____ years earlier.

C. Pre-Class: the student will exchange a completed copy of the two questionnaires with a peer, and peers will check for completeness and either accept or reject the questionnaire on that basis.

3A. Pre-Class: the student will prepare a single page prescription for a one year personalized educational program based on data in his or her own completed developmental stage questionnaire for the present developmental stage.

B. Pre-Class: the student will prepare a single page prescription for a one year personalized education program based on data in his or her own completed developmental stage questionnaire for the developmental stage ____ years earlier.

C. Pre-Class: the student will prepare a single page prescription for a one year personal educational program based on data in a peer's completed developmental stage questionnaire for the present developmental stage.

D. Pre-Class: the student will prepare a single page prescription for a one year personal educational program based on data in a peer's completed developmental stage questionnaire for the developmental stage ____ years earlier.

Class 5: One hour peer dyads share prescriptions and complete predesigned evaluation instruments.

One hour dyads reporting to class, the prescriptions developed.

One hour lecturette providing closure and synthesis of unit.

Post-Class: a three to five page impact paper will be completed within one month of the completion of the unit to assess the meaning of the experience to the student.

RESOURCES

A variety of resources are incorporated into this unit to aid the student in the attainment of the objectives.

1. Books:

Havighurst, R. J. Human Development and Education. New York: David McKay Company, Inc., 1965. p. 257-283.

Verner, C. & Davison, C. V. Physiological Factors in Adult Learning and Instruction. Tallahassee: Florida State University, 1971.

2. Assessment Instruments:

Gould, R. L. "The Phases of Adult Life" Instrument/Questionnaire. (unpublished; available from the author: Dr. Roger L. Gould, Professor of Psychiatry, School of Medicine, University of California at Los Angeles, California 90024.)

Self-Designed Evaluation Instrument for "Contribution to Class Questionnaire"

Evaluation Instrument for "Prescriptions for Personalized Educational Programs"

3. Instructional Resources:

Three community resource persons for each panel discussion to serve as experts in responding to the single question posed.

"Can Adults Learn" (Telelesson #3), Basic Education: Teaching the Adult - A Teacher Education Series. Owings Mills: Maryland State Department of Education; Division of Instructional Television in cooperation with the Division of Instruction, 1975.

Gould, R. L. "The Phases of Adult Life: A Study in Developmental Psychology." American Journal of Psychiatry. 129: 5, November 1972.

EVALUATION

1. Objectives A, B, and C will be evaluated by means of a predesigned evaluation instrument in which the student, peers, and teacher will rate the student on the quality of these questions, and their contribution to a comprehensive class-developed questionnaire relating to developmental stages.

2. Objectives 2A and 2B will be evaluated by a peer on a complete-incomplete basis. No qualitative assessment will be made of the completed questionnaire.

3. Objectives 3A, 3B, 3C, and 3D will be evaluated by means of a predesigned evaluation instrument in which the student, peer, and instructor will rate the student on the quality of the prescriptions and their relationship to the developmental stage responses to the questionnaires.

As a synthesizing personal experience, this objective will be evaluated as satisfactory if it is completed within one month of the completion of the unit and it it is three to five pages in length. It will be evaluated as unsatisfactory if it does not meet these two criteria.

TIME CONSTRAINTS

The unit involves five three-hour class meetings; and approximately ten hours spent over a six week period in out-of-class readings, exercises directed to the application of concepts, and reflective report writing.

APPLICATIONS OF CAREER EDUCATION IN LANGUAGE EDUCATION

Joanne Burgess, Language Arts, Education

INTRODUCTION

Education M 13/18, Teaching of Reading in Language Arts in the Elementary School, is a field-based course with two major goals. The first is to provide the students with knowledge, skills, and techniques for teaching reading and language arts; the second is to allow the students the opportunity to apply these elements in a typical school setting. The majority of students enrolling in the course are early childhood or elementary majors who have expressed a need to gain a better understanding of themselves in the role of a teacher. Many students have reached this point in their education without having a clear definition of their own values, interests, strengths, limitations, life style needs, etc. as they relate to the career requirements of their chosen field of work. The purpose of the unit is to infuse the methods course with elements of career education which deal with self-awareness and career awareness. The students will develop a case study of themselves in terms of career development and will be responsible for developing and applying a self-awareness or career awareness activity to children in a classroom setting.

GOALS

The major goals for this unit are:

1. To orient the students to the concept of career education both as it relates to themselves and to children in the elementary school.

2. To help the students develop self-awareness through recognizing that talents, values, interests, strengths, and limitations relate to career goals.

3. To help the students develop career awareness by exploring and analyzing the roles, requirements, characteristics, and life styles in their chosen fields of work.

4. To help the students attain an understanding of the role of career education in developing self-awareness and career awareness in elementary children.

OBJECTIVES

The following objectives were developed for this unit:

1. After being provided information about career education in the total spectrum, the student will infuse the information by preparing a case study of self and developing an activity to teach self-awareness or career awareness to children in the school setting.

2. Using interest, personality, and attitude inventories, the student will be able to assess himself/herself in terms of values, interests, strengths, limitations.

3. Through direct observation, discussions, and interviews the student will be able to describe the role of the teacher, the essential characteristics, the life style, and the training skills of the profession.

4. By interviewing and observing special personnel, i.e., the librarian, the reading consultant, the guidance counselor, the special ed teacher, the transitional teacher, the speech therapist, and the teacher aide, the student will be able to explore related career alternatives and identify the training skills, educational and personal requirements necessary for each role.

5. By using field force analysis, the student will be able to set up personal goals in his/her career choice and then weigh the field forces working for or against him/her in achieving the goals (See HO 1).

6. After being provided with career education information at the elementary level, the student will demonstrate this knowledge by preparing a self-awareness activity related to the language arts and will apply the activity in a classroom setting.

LEARNING ACTIVITIES

1. The students will be introduced to the concept of career education through lecture, filmstrip, and resource materials (See Resources). The topics to be covered are the need for career education at all levels, the role of career education in the total educational structure, and the elements of career education. At this time students will be given two assignments to be completed by the end of the course. The first is to prepare a case study of self which involves self analysis, career analysis, setting of personal goals, and determining the relationship of goal oriented choices to career requirements. For the second assignment the student will prepare a self awareness or career awareness activity related to the language arts and will apply the activity in a classroom setting. Resource materials will be provided for this purpose.

2. The student will be given interest, personality, and attitude inventories to assess himself/herself in terms of values, interests, strengths, weaknesses. Students will form into small groups to discuss their findings and to see if others perceive them as they perceive themselves. This information will be recorded and will become an important part of the case study.

3. By the third week in the course, the student will begin the field-based experiences and will be able to observe the teacher's role. The student will begin to note the essential characteristics that the job requires. After a few weeks of observation, the students will form into small groups to brainstorm the observed characteristics and will compile a list of essential elements. This list will be added to the case study data.

    a. Since one's style of living is significantly influenced by the occupation he engages in, the student will observe the life style of the teacher and will analyze his own personal motivation. For this purpose, each student will be provided with a copy of Hanson & Tennyson's "Career Motivations" list.

    b. The student will be provided with skill in interviewing and planning for an interview. For this purpose, a principal from an elementary school will interview the student for a teaching position and will evaluate the interview providing appropriate feedback.

4. Some students may wish to pursue viable alternatives to regular classroom teaching. For these students, arrangements will be made to "shadow" and/or interview special personnel in the elementary school. The students will keep a record of the training skills and educational requirements related to each role observed.

5. Toward the end of the course, the students will have acquired enough personal and career data to analyze his/her career choice. To assist in this choice, the student will be asked to list career goals and use a field force analysis to determine whether the choice is a reasonable option for him/her.

6. The student will be provided with a variety of resource materials related to developing self-awareness and career awareness in elementary school children and will be asked to prepare and implement an activity in the school setting.

RESOURCES

1. Assessment Instruments:

   Interest Inventory

   Attitude Inventory - Career Maturity Inventory. CTB/McGraw-Hill, Del Monte Research Park, Monterey, Cal., 1973.

   Personality Inventory - Self Directed Search, Consulting Psychologists Press, Inc., Palo Alto, Cal., 1973.

2. Instructional Resources:

   Filmstrip - "Career Education in Maine." Orono, Maine: Instructional Systems Center Film Library.

   Educational Resource persons; eg. principal and special teachers.

   EPDA Institute. Career Development and the Elementary School Curriculum. Minneapolis: University of Minnesota, 1971.

   Keiser, Jerry C., and Wampler, Elizabeth C. Career Education Curriculum Guide. Indianapolis: Indiana State Department of Public Instruction, 1974.

   Sharpe, Debera. Bread and Butterflies. Bloomington, Ind.: Agency for Instructional Television, 1974.

3. Handouts:

   List of Career Motivations: Hansen & Tennyson

   Field Force Analysis, R. Ristau, 1974.

EVALUATION

1. The student will be provided with an evaluation form at the end of the course and will be asked to evaluate the career education unit in terms of meeting the specific performance objectives. Student will rate the objectives and learning activities on a 5-point Likert Scale in terms of their usefulness.

2. The student will evaluate the career awareness activity developed for use with elementary students by:

   a. identifying the career element utilized.

   b. stating specific performance objectives.

   c. determining how effectively the children performed in meeting the objectives.

TIME CONSTRAINTS

The unit will not absorb any specified block of time, but will be infused throughout the 15-week period of the course.

HANDOUT 1
A FIELD FORCE ANALYSIS OF CAREER GOALS

A goal is something which you want to attain; it might describe a course of action or an event.

Personal goal setting is an important part of your own career development process. A "field force analysis" of goals, whether related directly or indirectly to your career plans will assist you in attaining your goals or modifying them if that should be necessary.

Here are the steps which you should take:

1. Think about some goals and phrase them in a way they can be observed, measured, or evaluated. That is, someone else should be able to know what must be done or what must take place without having to ask questions about what you mean.
   A. Write out one or more short-range goals; that is, goals that could be attained within a few days.
   B. Write out one or more long-range goals; these goals might take weeks, months or even years to attain or might be attainable only by achieving a series of other short-range goals.

2. The goals you have just stated will require a plan of action to be attained; that is one reason why they should be stated clearly. When you consider your plan of action, there will be some things (field forces) going to you--things that will help you accomplish your goals. Identify those positive field forces using the following considerations as a guide:
   A. Personal interests and motivations,
   B. Personal skills and abilities,
   C. People who are available to help you,
   D. Physical or material resources that can help you, and
   E. Other favorable factors.

3. There are some forces that will be going against you; they are negative field forces and will cause resistance or place obstacles in your way. Identify those negative field forces using the following as a guide:
   A. Personal areas that need improvement and development,
   B. Reactions or resistance by people you must deal with,
   C. Physical or material resources not readily available,
   D. Other resistance factors,

4. Using a form such as the one below, diagram field forces for and against the attainment of your goals. Discuss these field forces with others; find ways of utilizing the positive forces and ways of overcoming or negating the negative forces. Repeat this process as often as it can be of help to you.

HANDOUT 1 (continued)

MY FIELD FORCE ANALYSIS OF CAREER GOALS

Short-range goal:

Long-range goal:

Field Forces For	Field Force Against

Developed by R. A. Ristau, 1974, Eastern Michigan University.

HANDOUT 2

Career Motives List

1. To have people admire my work
2. To travel
3. To shape my own work
4. To have a well organized life
5. To be in a position of power
6. To have new or unusual experiences
7. To be able to constantly learn
8. To have lots of money
9. To accomplish something important
10. To see tangible results
11. To be a leader
12. To have to work hard
13. To control my own schedule
14. To avoid pressure
15. To keep myself neat and clean
16. To have freedom in my work
17. To have a lot of free time
18. To do my own thing
19. To be in a position to give orders
20. To be carefree
21. To plan and organize
22. To have people come to me
23. To spend my time doing things for others
24. To be in charge
25. To be my own boss
26. To work for the good of society

L. S. Hansen, M. K. Klaurens, and W. W. Tennyson in their Life Styles and Work: A Career Education Resource Guide. (Minnesota Department of Education, 1972) list the following career motivations.

APPLICATION OF CAREER EDUCATION IN HUMANISTIC EDUCATION

Anne Campbell, Elementary Education

INTRODUCTION

Career decisions should be based on a wealth of data about oneself. Such data should include an understanding of one's strengths and abilities, along with one's work-related and personal values and desired life style. The purpose of this instructional unit is to provide an introduction to techniques for developing self-awareness and values clarification. It seems appropriate then that it be infused into Education X 198 Humanistic Education, or Education B 4 The Teaching Process. It is intended that such techniques provide students of career education, including pre-service teachers, with an opportunity for self-exploration through first-hand experience with career education activities. Also, prospective teachers will study how to integrate the use of career education techniques into the teaching of various subject matter areas at both the elementary and secondary levels.

GOALS

One goal of the unit is to provide students with an increased understanding of their own interests, abilities, and values as they relate to their career choices. Another goal is to acquaint students with current techniques and resources available for classroom use for facilitating self-awareness and values clarification related to the career education of elementary and secondary students. Finally, it is expected that these teacher education students will learn how to plan classroom activities for implementing the self-awareness element of career education in the public schools.

OBJECTIVES

1. Students should participate in the learning activities specified in this unit to further their understanding of themselves and of techniques which may be used to develop self-awareness as it relates to career education.

2. Students should be able to determine their own interests, abilities and values as they relate to their career and life style preferences; record and summarize this information in career journals.

3. Students should successfully plan an elementary or secondary classroom activity for the development of self-awareness as it relates to career education based on the activities and resources specified in this unit.

LEARNING ACTIVITIES

These learning activities should be preceded by a brief overview of the scope and concerns of career education as well as the theory and ground rules of values clarification and self-concept development. NOTE: Students should record the results of each of the following activities in a personal "Career Journal" for use in the final summary activity.

Activity 1: Life Planning - Life Plan

Draw a line across a sheet of paper. At the left end make a dot and write the data you were born below the line, age (o) above the line. At the right end of the line write a projected approximate date of death below the line, your age at that date above the line. Place a dot on the line that shows where you are right now between birth and death. Write today's date below the line, your present age above the line.

Reflect on this for a few minutes. Jot down any realizations that come to you.

Think of things that have characterized your life until now along with your accompanying life style. Think of things that you want to have characterize your career and your life style in the future. Include at least three things you have accomplished to date and three specific things you would like to accomplish in the future. Signify each of the above by writing key words above the appropriate place on your life line.

Study Questions:

1. What are the implications of your past accomplishments, present abilities and future aspirations for your chosen career and life style?
2. Are there any conflicts, inconsistencies or challenges?
3. How do you deal with these?

Refect on these questions; write at least three things you learned, re-learned or discovered about yourself as a result of this activity. Responses to this activity may be shared in small or large group discussions.

Activity 2: Forced Choice - Work and Life Style Preferences

If you had to chose one or the other of each of the following pairs, which would you choose? Circle your choice in each pair.

Large Income/Status

Power/Social Relationships

Independence/External Direction

Active/Contemplative

Rural/Urban

Committed Schedule/Come And Go As You Please

Loner/Grouper

Leader/Follower

Comfort/Challenge

Security/Adventure

Social Constraints/Free To Do As You Please

Cultural Events/Sports

Outdoor Activities/Reading

Predictable Schedule/Travel

Highly Successful/Ample Leisure Time

Casual/Formal

Intellectual Stimulation/Physical Activity

Law and Order/ Anti-Establishment

Big Fish In A Small Pond/Small Fish In A Big Pond

Privacy/Publicity

Serious/Playful

Innovator/Implementor

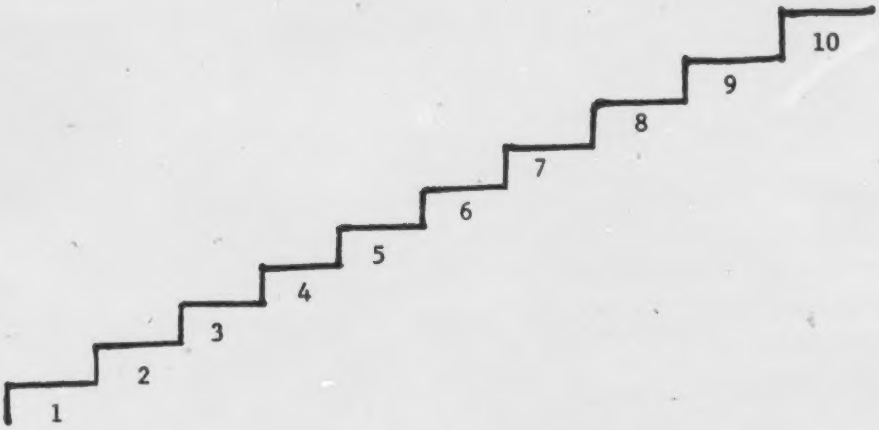
Parties/Church Work

Social Contribution/Family Relationships

Desirable Job/Desirable Location

Activity 3: Rank-Ordered Forced Choice

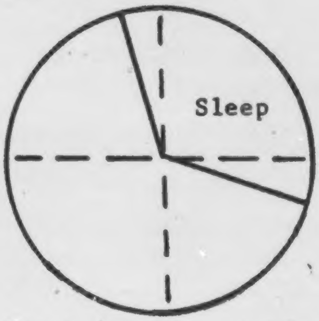
Using the above choices (Activity 2) and the implications from your life line (Activity 1) as a source of ideas, list 10 to 15 work and life style preferences that you believe are important to you. Using selected key words, rank order these preferences by strength, (see ladder below) lowest (1) to highest (10 to 15). Are your priorities compatible with your chosen career? In small groups of three or four, students may compare and discuss their responses in terms of projected career choices.



Activity 4: Ideal Day Pie - Life Style (This type of activity is well suited for integration into elementary or secondary mathematics classes).

Draw a circle to represent an ideal work day in your life. Using dotted lines, divide your circle into four quarters. Each quarter represents six hours. Estimate how many hours of your ideal day you would spend on each of the following areas: sleep, work, with friends, with family, alone, leisure activities (hobbies, sports, etc.), volunteer or social contributions, etc.

Using solid lines, draw slices in your pie to represent the portion of your 24-hour day spent on each area. You may exclude or add areas to suit your own life style.



Your circle may
begin by looking
like this.

How well does your ideal day fit a typical day in your chosen career? How might you realistically change a typical day to more closely conform to an ideal day? How compatible is your ideal day with your desired accomplishments (Activity 1) and chosen priorities (Activity 3)? Are there any inconsistencies? How do you deal with these? Write your answers to these questions in your career journal.

OPTIONAL - Activities 5 and 6: Self and Other Recommendations (These kinds of activities lend themselves especially well to integration into language arts and art).

Take 5-10 minutes to write down all the positive things you can think of about yourself. Include strong personality characteristics, special skills you have, your interests and your accomplishments. Also jot down things you would like to be and the things you are working on becoming.

Using the media and materials of your choice, write a "commercial" for yourself. This might be a newspaper ad, a poster, a billboard, a TV commercial, etc. This activity may be done in class or as a homework assignment. Include this commercial in your career notebook.

Select a classmate to interview based on his or her advertisement. The focus of your interview should be to assess your classmate's strengths, abilities and interests. Write a letter of recommendation for your classmate's career journal based on the results of your interview.

Activity 7: Summary - Personal Evaluation Paper

From your career journal write a summary evaluation paper reviewing the results of the above activities in terms of your projected career and life style preferences. Discuss the implications for your chosen career. If you are not sufficiently familiar with this career to know all implications, interview someone presently involved in, or knowledgeable about, your chosen career. If you are not settled on one career choice, select one of your career options and write your summary in terms of it.

Activity 8: Development of a Self-Awareness Activity for Classroom Use.

Using the resource books listed in the following sections and the sample activities you have experienced in class, develop a career education self-awareness activity for classroom use at a specified elementary or secondary level. Tell what subject-matter area(s) it may be integrated into and the relevance of the activity to career education.

RESOURCES

1. Books:

Canfield, Jack and Harold C. Wells. 100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

Hawley, Robert C. and Isabel L. Hawley. Developing Human Potential: A Handbook of Activities for Personal and Social Growth. Amherst, Massachusetts: ERA Press, 1975.

Howe, Leland W. and Mary Howe. Personalizing Education: Values Clarification and Beyond. New York: Hart Publishing Company, 1975.

Mattox, Beverly A. Getting it all Together: Dilemmas for the Classroom. San Diego: Pennant Press, 1975.

Raths, Louis E., Merrill Harmin, and Sidney B. Simon. Values and Teaching: Working with Values in the Classroom. Columbus, Ohio: Charles E. Merrill, 1966.

Simon, Sidney, Leland W. Howe, and Howard Kirschenbaum. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Company, 1972.

Thayer, Tom and Kent D. Beeler, (eds.) Activities and Exercises for Affective Education. Special Interest Group: Affective Aspects of Education (American Educational Research Association, 1974, mimeographed.

2. Instructional Resources:

Resource Persons, e.g. teachers, principals and other educational personnel, Career placement people

Agency for Instructional Television, Bread and Butterflies: A Curriculum Guide in Career Development. Bloomington, Indiana: Agency for Instructional Television, 1974.

EVALUATION

The outcomes of this unit are to be assessed by:

1. the students' personal career journal evaluation papers based on the following criteria:

   a) the student's ability to identify his or her own interests, abilities and values.

   b) the student's ability to describe the implications of his or her own interests, abilities and values for career and life style preferences.

2. the students' planned self-awareness classroom activities based on the following criteria:

   a) the effectiveness of the activity for the development of self-awareness at a specified age or grade level.

   b) the relationship to the elements of career education.

   c) the use of resources related to the development of self-awareness and career education.

3. student responses to the following unit evaluation form:

UNIT EVALUATION

1. My general reaction to this unit is:

Low______________________________High
1　　2　　3　　4　　5

2. My involvement in this unit was:

Low______________________________High
1　　2　　3　　4　　5

3. The usefulness of the information gained in this unit for me is:

Low______________________________High
1　　2　　3　　4　　5

4. The strengths of this unit were:

5. The weaknesses of this unit were:

6. For me the next step is:

TIME CONSTRAINTS

This unit requires approximately three one-hour class sessions.

APPLICATIONS OF CAREER EDUCATION IN GENERAL LIFE SCIENCES AND AGRICULTURE

Dorothy Dalton, Human Development

INTRODUCTION

This unit provides a topical outline of a 12-week seminar for first year technical students in the merchandising program. As an option in the program, students may spend the first, second, and fourth semester in the classroom. The third semester (actually from June 1 to December 31) may be in placement training. Students are placed in a retail establishment and experience a training program provided by the cooperating merchant. The 28 students accepted into the associate degree program tend to come from the most rural areas of Maine. Many have no idea what a career in merchandising involves, but they all "like clothes" and hope to be either a designer or a buyer. Also, they want to attend the University of Maine at Orono but may not be admissable to a baccalaureate degree program. In most cases, they did not take the college preparatory course in high school. Because of their interest in clothes and the desire to attend UMO, guidance counselors recommend the merchandising program. The seminar is arranged in cooperation with the Maine Merchants Association for the purpose of orienting the student to a more realistic view of the total retail field. The seminar is designed to give the students an overview of the retail field. At least one-third of the students will elect to go directly into placement training at the completion of this course. The majority of the remaining two-thirds will obtain summer employment in some aspect of merchandising.

GOAL

One unit goal is to change the attitude of the students by broadening their knowledge of the total retail field. It is hoped that through awareness activities, the students will become more conscious of the various occupational options, and of merchandising as not necessarily a high profit, glamour industry. Also, it is not a profession for the shy, the timid, the slow or the unmotivated. Information gleaned from the seminar should help the students to reflect on their suitability to this type of a career and to lessen the disillusionment when participating in placement training.

OBJECTIVES

1. The students will establish professional rapport with merchants.
2. The students will recognize and identify various options in the retail field and what factors contribute to success.
3. The students will develop the skills necessary to complete a job application and write a resume.
4. The students will be able to recognize and describe the lay-out of a store.

LEARNING ACTIVITIES

1. The students will participate in panel discussions with the resource persons to acquire attitudinal and informational changes about merchandising as a career.
2. The students will complete a job application and write a career resume.
3. The students will visit a department store to observe all operations from the receiving platform to the counter or point of sale.

4. The students will participate in role playing to give them a perspective as to the function of the salesperson, the manager, and the customer.

RESOURCES

1. Assessment Instruments:

   Pre/Post Test, Seminar in Merchandising (Appendix A)

2. Instructional Resources:

   Members of the Maine Merchants Association; career planning staff

   Local Department Stores

   Topical Outline for Seminar in Merchandising

   a. Looking Back - Looking Ahead
   b. 1976 Placement Training Experiences
   c. Maine Merchants Association
   d. What the Merchant Values
   e. How to Get the Job
   f. Preparing the Resume and Application
   g. The Best of You
   h. Student Reports on Placement Interviews
   i. The Dynamics of Retailing
   j. The Law and the Merchant
   k. Behind the Scenes - Store Tour
   l. The Psychology of Buying

EVALUATION*

1. UMO course evaluation form (developed in 1975).
2. Student evaluation - pre and post test (see Appendix A).
3. Student reaction to resource people.

4. Input from students who experience placement training - monthly report forms.

*There is no standardized instrument to measure change of attitude for this particular field.

TIME CONSTRAINTS

50 minute periods over a period of 12 weeks.

APPENDIX A

PRE/POST TEST

1 LSA
Seminar in Merchandising

Complete the following statements.

1. The characteristics a merchant looks for in hiring a sales person are

____

____.

2. The aspect of merchandising that appeals to me most is__________

____.

3. Selling groceries is not the same as selling high fashion

clothes because____

____.

4. The merchant makes a profit of_______% on clothing items.

5. The following jobs likely to be offered to associate degree

graduates upon their entrance into retailing are_______________

____.

6. Opportunities available to individuals wishing to establish their

own retail stores are____.

7. I anticipate that the working conditions for a salesperson will be

____.

8. The principle differencesbetween a department store and a

speciality shop are____.

9. The proprietor of a small store is closer to his employees than

a department manager because_________________________________.

10. I disagree with the statement that the customer is always right

because____

____.

INTEGRATING CAREER EDUCATION INTO COUNSELOR EDUCATION

Donna B. Evans, Counselor Education

INTRODUCTION

Organized approaches to career education at the graduate school level are often lacking. It is assumed that graduate students are ready to assume responsibility for such direction with only incidental attention to such selection.

Experiences with graduate students at both the master's and doctoral levels in guidance and counseling indicate that though these students have a general idea of direction, they often have not had opportunities to explore all of the possibilities in this discipline of counselor education.

This course unit applies to beginning master's degree students in the various components of guidance and counseling at the University of Maine, Orono. More specifically:

Elementary School Guidance and Counseling,
Secondary School Guidance and Counseling,
Community Agency Guidance and Counseling,
Career Education Specialists and Student Personnel Work.

The purpose of the unit is to expose beginning students to the total spectrum of career possibilities attendant with obtaining the M.Ed. in Guidance and Counseling offered at UMO.

GOALS

The goals of the unit are consistent with seven of the eight career education elements as proposed in the resource notebook developed for use in the career education seminars for university personnel:

Element 1. Career Awareness - To gain knowledge of the total spectrum of careers in guidance and counseling as offered by the Counselor Education Faculty at UMO.

Element 2. Self-Awareness - To gain knowledge of self as related to job satisfaction in a helping profession working in settings dictated by training.

Element 3. Appreciation and Attitudes - To gain an appreciation of what the work role entails based on the direction one chooses within the context of counselor education.

Element 4. Decision-Making Skills - To use the knowledge gained in the unit to apply rational processes in reaching a decision related to counselor education.

Element 5. Beginning Competencies - To gain knowledge of the skills necessary to competently perform job-related tasks in various careers in counselor education.

Element 6. Employability Skills - To gain knowledge of the affective skills necessary for career placement and advancement in various careers in counselor education.

Element 7. Educational Awareness - To perceive the relationship between graduate education in one or more of the counselor education components and professional/personal life roles.

OBJECTIVES

The objectives of the unit and the concepts to be learned are consistent with the unit goals and are as follows:

1. To become aware of one's career identity within a chosen component of counselor education.
2. To gain knowledge of self and clarify one's value system as it relates to one's professional goal.
3. To gain understanding of what one's chosen professional goal means in terms of an active and satisfying work role.
4. To develop a career direction and devise a plan for attainment of same.

5. To have an understanding of what competencies one needs to develop, related to chosen professional job-related tasks.

6. To explore the possibilities for employment related to one's professional goals.

LEARNING ACTIVITIES

1. Two short sequences of career-life planning activities adopted from a program by Lucinda E. Thomas, Colorado State University. These exercises shall be two hours each for a total of four hours.

   Example A: Life Line

   Each member is asked to draw a line on a piece of paper. The line can be horizontal, but the experience will take on added meaning if it is drawn to "mirror" the "up's" and "down's" of each member's life. A "B" is put at the extreme left of the line (Birth); a "D" is placed on the extreme right of the line (Death). Each member places an "X" on the line for where he/she is "now" in his/her life. From "B" to "X" members are asked to reflect on their past and represent the past on the line. From "X" to "D" members are asked to project themselves into the future and represent their projections on the line. The life lines are then shared within the small groups. The facilitator encourages questions, comments and discussion. A total of two class periods of 60 minutes each is needed.

2. A presentation to the class by each member of the counselor education faculty who assumes major responsibility for the various components. It is expected that the faculty member will address the issues described in the sections: Goals, and Objectives. A total of five class periods will be needed.

3. Each student will interview a person currently employed in an area of professional interest. The interview should focus on the issues described in the sections: Goals and Objectives.

4. Students will participate in one class session related to values clarification. The purpose will be to aid the students in identifying their values and interests.

5. Students will develop a "My Professional Self Inventory" based on aspects of Career Education Learner Outcomes as developed by U.S.O.E.

RESOURCES

1. Instructional Resources:

Ryan, Charles W. "Career Education Development-By Elements or Themes." Career Education Seminar for University Personnel. UMO, 1976.

Thomas, Lucinda E. Background of Career-Life Planning Workshop. Colorado State University (undated).

United States Office of Education: Career Education Learner Outcomes. Washington, D. C. (undated).

EVALUATION

The evaluation of this unit will be accomplished in the following manner:

1. The student will develop in writing a plan for graduate education in Counselor Education which will be consistent with:

    a) the students professional goals.

    b) the resources available in the counselor education program.

2. The student and the student's advisor will evaluate the plan. One copy shall be retained in the department file and one copy shall be retained by the student bearing signatures of both student and advisor.

TIME CONSTRAINTS

The module is nine weeks in length and carries course credit of two graduate credit hours, not applicable to graduation. The mod should hold weekly two hour meetings for the nine weeks.

CAREER EDUCATION FOR MID-LIFE ACADEMICS

Stanley Freeman, Support Services, Education

INTRODUCTION

Career education literature refers to the continuum that begins before kindergarten and extends to retirement. However, planned programs in career education consistently cease with the end of formal schooling, either at grade 12 or 16. Little attention is given to the needs of mid-life adults except for special counseling services, predominantly for women reentering the labor force. The present unit is proposed for inclusion in a planned institutional career education package.

The target audience for this unit includes the faculty, the professional staff members, and the administrators of a college or university who have reached mid-life (approximately 35-55) and desire to reassess their life goals and prospects. For convenience, this group will be collectively identified as academics .

Current literature on the mid-life period rejects the notion of universal crises, although it acknowledges that in individual cases a combination of circumstances may precipitate a crisis. In general, the mid-life period is characterized as one in which transitions, or passages, from one period of stability to another are commonly experienced. Reassessment of life goals is the most common theme of mid-life, and extends into all aspects of life experience. Such analysis may often lead into a transition period marked by anxiety and despair, producing in some paralyzing feelings of inadequacy. While occupation, or career in the larger sense, is not chosen in isloation from other life elements, it does have a central and fundamental influence on the sense of self. Reassessment of one's career goals and achievements at mid-life may disclose the likelihood that earlier aspirations will not be achieved, and that those aspirations may have to be scaled down. The more than adequate professor may never become president of the campus, or national chairman of his professional society. The director of financial aid may see the controller's post passing to a younger colleague. The achievements in good teaching and sound research may appear "too little, too late" even though they felt important and satisfying while one's career was being established.

The purpose of this unit is to assist mid-life academics in re-examining their career paths in terms of total life goals, and in exploring whether a career change would be appropriate. A career change is defined here as a movement out of the higher education enterprise, not a move to another institution, or a change of level and activity within one's present institution. Career changes, of course, are being necessitated by the shrinking academic labor market. They may also be chosen by some academics who experience a let-down in job satisfaction, or whose goals and interests have broadened and changed with a mid-life transition. Through the unit it is intended that peer support and up-to-date information about the world of work will generate renewed self-confidence, a recommitment to academia, or an assertive effort to implement a career change which has promise of greater fulfillment of life goals.

GOALS

The particular goals for this unit are subject to modification for the specific group which is enrolled. An orientation and familiarization session will determine what adjustments may be appropriate to accommodate actual backgrounds and interests. The goals are:

1. to examine normal transitions of mid-life.
2. to identify sources of dissatisfaction with one's present acadmic career and life situation.
3. to familiarize academics with the world of work outside academe.
4. to compare potential satisfactions in non-academic life with those of academic life.
5. to identify hurdles in moving from academe to other work at mid-life.
6. to prepare academics for job-seeking outside of academe.

OBJECTIVES

For each of the preceding goals, certain objectives for student performance are set forth. Additional objectives may be developed in the process of working with the group. Students, upon completion of the unit, will be able to:

1A. describe at least four "concerns" or problems of mid-life adults and report their prevalence in the general population.

B. identify one difference between the sexes in their aspirations at mid-life.

2A. list five personal life goals.

B. express to peers one's feelings about present degree of attainment of those goals.

C. give a reasoned estimate of the employment conditions in academe for the next 10 years and the impact of those conditions on life goals.

3A. describe for each of five non-academic jobs, the job cluster to which it belongs, the nature of the work, working conditions, rewards, and propsects for employment during the next 10 years.

B. list major qualities commonly desired by employers in mature workers.

4A. list the positive features, in terms of personal life goals, of two alternative non-academic jobs.

B. describe prospects for early retirement from present academic positions and two alternative non-academic jobs.

5A. name and describe methods by which employers may create barriers to employment of the middle-aged person.

B. describe for each barrier its legality, and methods used to overcome the barrier.

C. identify personal obstacles to career change.

6A. prepare a business-type professional resume.

B. build a card file of prospective places for relevant non-academic employment.

C. pursue job-hunting with self-confidence.

LEARNING ACTIVITIES

The activities are suggestions from which individual lessons may be put together and are not necessarily in lesson clusters, but they are coded to each objective. An orientation and inventory session should be scheduled to receive feedback from the students on the goals and objectives, on their state of self-awareness and knowledge of the world of work. A pretest inventory of self-concept and of occupational information would be useful for planning and for subsequent evaluation.

1A. Divide the group into dyads and have them interview each other to determine work history, present attitudes toward job and life situations. Use results of interviews for introduction of partner to the whole group. Continue the discussion and develop a list of problems, concerns, and worries expressed by the group. Establish three research groups and assign one group to read and report to the class on the problems of middle-age, presented in Passages. Similarly assign the other groups to Angry Middle-Aged Man and Inner World of the Middle-Aged Man. Follow group reports with discussion of how the problem list of the group compares with the literature.

B. Send a research group to visit a local women's center on or off-campus to learn about program and clients. Discuss mid-life transitions described in Passages with spouses and report to class. Read Chapters 12, 15, 16 in Passages.

2A. Start dyads on the workbook "Planning Your Future."

B. Schedule a session for feedback from dyads to the class on the results of the workbook exercises.

C. Prepare a group list of changes experienced and anticipated in the conditions of academic employment. Have volunteers contact professional friends who work in institutions that have entered collective bargaining and report to the class on changes in working conditions. Have research groups review Change and Chronicle for data on the future of academic employment. See especially Change. September 1976, p. 37, 38.

3A. Explain the "Career Education Occupational Clusters" and develop a set of newsprint charts on which to enter titles of occupations discovered by class research that fall into each cluster. Skim the New York Times and Wall Street Journal for interesting and unfamiliar job titles. Collect career education syllabi from each academic department and list occupations on appropriate career cluster chart. Interview the campus cooperative education director to learn the full scope of work experience placements and the names of participating companies. Interview returning cooperative education students to learn about jobs they experienced and observed, establishments they would like to work in.

Volunteer to lead a local senior citizens discussion of the retirement experience. Learn what the academic institution can do for them. Learn also what they would do for careers if they could be 40 years of age again. Send a research group to the small Business Administration office to learn what assistance is available to start a small business. Using as a guide "Observations of the Work Milieu" and interview a non-academic worker whose job is completely foreign to you. Volunteer your services as a governmental agency or a business for the mid-winter break or the summer in exchange for an inside view of the organization. Take a summer job outside of academe.

B. Start using the workbook "Quick Job Hunting Map." Interview a college placement officer to learn what employers are seeking in the people they promote. Using the research groups, conduct a community survey of managers and presidents to determine their opinions toward hiring middle-aged, qualified persons. Attend the national convention of a professional association in a new field of interest to you and observe the placement activities as well as the program.

4A. In dyads, put together the outcome of working through "Planning Your Future" and "Quick Job Hunting Guide." Invite a SCORE (Service Corps of Retired Executives) representative to present to the class the pros and cons of running your own business. Volunteer to explain your present job to a group of elementary or high school students which is trained in career exploration. Make notes of the questions asked which give you a new perspective on your job. Share your new perceptions with the class. Interview alumni at reunion time about their work and satisfactions.

B. Using research groups determine what the requirements and conditions for retirement before age 65 are in your own institution, the civil service, and the major businesses in your area.

5A. Review the results of community survey conducted in 3B. Interview middle-aged acquaintances who have been job-seeking to learn what barriers they may have encountered. Brainstorm possible barriers to employment of the middle-aged. Invite workers from Human Rights Commission of Equal Employment Opportunity Commission to discuss the list with the class and indicate which may be real, which may be fantasized.

B. Read Chapter 15 in Inner World of Middle-Aged Man. Request campus Affirmative Action Officer to explain legal status of older employees. Using research groups, prepare position papers for publication on the assets for business of employing the mid-life academic. Invite a panel of employers to meet with the class to discuss the papers.

C. Complete "Planning Your Future."

6A, B, C. Read What Color is Your Parachute? and Chapter 3 of "Career Alternatives for Academics." Role-play job interviews. In class, critique each others' resumes. At final class meeting ask each person to announce the action plan she/she has developed for further career development.

RESOURCES

1. Books:

Bolles, R. What Color is Your Parachute? Berkley, Ca.: Ten Speed Press, 1972.

Chew, P. The Inner World of the Middle-Aged Man. New York: John Wiley & Sons, 1970.

Ford, G., and Lippitt, G. Planning Your Future. LaJolla, Ca.: University Associates, Inc., 1972.

Kroll, A. M. et. al. Career Development: Growth and Crisis. New York: John Wiley & Sons, 1970.

Sheehy, Gail. Passages. New York: E.P. Dutton Co., 1974.

Terkel, S. Working. New York: Avon Books, 1972.

Watters, Pat. The Angry Middle-Aged Man. New York: Grossman Publishers, 1976.

2. Articles:

Schlossberg, Nancy K. & Entine, A. D. (Eds.) Counseling Adults. The Counseling Psychologist, 1976, 6 (1) 1-96.

Entine, A. D. Mid-Life Counseling: Prognosis and Potential. Personnel and Guidance Journal, 1976, 55 (3), 112-114.

Heddesheimer, Janet. Multiple Motivations for Mid-Career Changes. Personnel and Guidance Journal, 1976, 55 (3), 109-111.

Schlossberg, Nancy K. Career Development in Adults. American Vocational Journal, 1975 (May), 38-40.

Schlossberg, Nancy K. Programs for Adults. Personnel and Guidance Journal 1975, 53 (9), 681-685.

Sinick, D. Counseling Older Persons: Career Change and Retirement. Vocational Guidance Quarterly, 1976, 25, 18-25.

Warnath, C. F. Vocational Theories: Direction to Nowhere. Personnel and Guidance Journal, 1975, 53 (6), 422-428.

Zambrano, Ana and Entine, A. A Guide to Career Alternatives for Academics. Change Magazine, 1976.

3. Instructional Resources:

Bolles, R. "Quick Job Hunting Map." National Career Development Project, 1975.

Career Education Occupational Clusters. compiled by UMO Comprehensive Career Education Project, December 1975.

Change Magazine

Chronicle of Higher Education

Self-Esteem Inventory. Coopersmith, S. The Antecedents of Self-Esteem. San Francisco; Freeman, 1967.

New York Times

Observations of the Work Milieu, from A Resource Guide for Career Development in Senior High School. Minnesota Dept. of Education, 1973.

Occupational Outlook Handbook, Washington D.C.: U. S. Dept. of Commerce, Bureau of Labor Statistics, 1976-1977.

Wall Street Journal

EVALUATION

The final judgement on the effectiveness of this unit does not require implementation of a career change. Reaffirmation of an earlier commitment to an academic career may be a positive outcome. Whether or not the individual chooses to change careers, his successful transition from mid-life career uncertainty to renewed confidence in a deliberated life plan is the desired outcome.

To evaluate the unit, several methods may be employed. If a pretest were used, it could be repeated as a posttest. A standard measure of self-concept, such as the Coopersmith

Self-Esteem Inventory, would help determine whether there have been gains in this critical component of mid-life adjustment.

Rather than using separate measures of the attainment of each objective, students should be asked to prepare a written action plan for follow through on their life goals as formulated in two workbooks, incorporating their understandings of opportunities and hurdles in the world of work. Implementation of the action plan could be measured through a six month follow-up of individuals.

One further evaluation would be whether or not the group initiates and supports a move to build the unit into the institution's employee services at the expense of its own departmental budgets.

TIME CONSTRAINTS

It is intended that this unit be conducted once a week as a two-hour seminar. The group may prefer two week intervals between sessions to allow time for readings and data gathering from the community. A minimum of ten sessions should be scheduled. Depending on interests within the group, some sessions may be divided into two or three sections with separate topics handled simultaneously.

APPLICATIONS OF CAREER EDUCATION IN EDUCATIONAL FOUNDATIONS

James E. Hart, Foundations, Education

INTRODUCTION

Successful career awareness includes self-awareness. Career Awareness - Phase I focuses on the development of self-awareness for students at the undergraduate level of instruction. The unit described here is designed as a module or mini-course open to all students of the University of Maine at Orono on an elective basis.

The essence of successful performance in most fields lies in the effective understanding and use of the self. The development of this personal quality has not been neglected in the training of doctors, counselors, ministers, and social workers. It is equally important that self-awareness and personal development not be overlooked in the preparational program for teachers. To be successful, a program for career preparation should effect its participants personally.

The purpose of this unit will be directed toward the discovery of one's self and examination of how others react to one's self or personality. Since experience indicates that one instructor cannot facilitate proper interaction if more than 20 students are involved, the class size should be limited to about 20 members. It has been found that a balance of males and females in [illegible]asses seems to enhance the effectiveness of most of the personal growth exercises. Therefore, efforts should be made to insure an approximately equal number of males and females in the course.

GOALS

The goal of this unit can best be explained through the use of the following diagram based on the Johari Window.

A Revealed Self	C Bad Breath Area
B Hidden Self	D Unknown

The entire window depics the total personality of the individual. The various facets of the individual's personality are represented by the four panes of the window.

Pane A represents that part of the individual's personality that one is aware of and is willing to share with others.

Pane B represents that part of the individual's personality that one is aware of but is unwilling to share with others.

Pane C represents that part of the individual's personality that is evident to others but of which the individual is unaware. Although the label, "Bad Breath Area;" bears negative connotations, both positive and negative personality traits may be found in this area.

Pane D represents that part of the individual's personality that remains unknown to both himself and to others.

Since it is only the revealed self that one can consciously use in dealing with others, the goal of this unit is to expand the revealed self area of the personality. This expanded revealed self then provides the individual with a more effective tool to be used in dealing with others.

OBJECTIVES

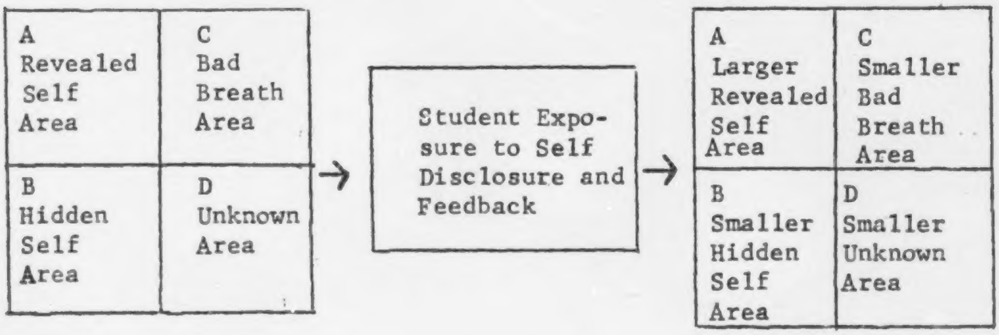
The objective of this unit is to expose the students to a variety of conditions under which they can practice self-disclosure and receive feedback from others.

Through self-disclosure the revealed self area of the individual's total personality is expanded and the hidden self area decreases in size.

Under conditions of feedback the "Bad Breath Area" of the total personality shrinks in size and the revealed self area undergoes a corresponding increase in size.

Through an interaction of both self-disclosure and feedback, the unknown area of the individual's personality also decreases in size and this causes an expansion of the revealed self area.

The following diagram depicts the objective of the unit and the "hoped for" effect insofar as the unit goal is concerned.


A Revealed Self Area
C Bad Breath Area
B Hidden Self Area
D Unknown Area
Student Exposure to Self Disclosure and Feedback
A Larger Revealed Self Area
C Smaller Bad Breath Area
B Smaller Hidden Self Area
D Smaller Unknown Area

LEARNING ACTIVITIES

The majority of the class meetings will be conducted so as to give each student an opportunity to disclose information about himself in a non-threatening atmosphere and to receive feedback as to how other members of the class are reacting to him. Students will explore effective ways of expressing themselves in interpersonal relationships. Some students may discover that they wish to strengthen or alter certain facets of their personalities in order to become more effective in their interpersonal relationships. The following sensitivity and group techniques can be used to give the student opportunity to view the effects of his own, and other, personalities. It is suggested that the instructor develop his or her own exercise, but for purpose of example, the following techniques are listed. They are all described in 100 Ways to Enhance Self-Concept in the Classroom: The Name Game

The Nourishing Game
Commercial of Oneself
One of a Kind
The Public Interview
Baker's Dozen
The Car Wash
Success Fantasy
Guess Who I Am
Personal Time Line
Pride Line
The Trust Walk
Five Years Ahead: Resume

In addition to participating in various in-class activities and discussion, the students will be required to complete a variety of non-traditional "homework" assignments. These "homework" assignments will involve such things as:

Begging a dime from a complete stranger.
Staying in a bar until closing time.
Spending an hour with another member of the class.

Participating in some new "risk taking" activity of their own choosing.

Writing personal resumes to apply for a job for which they have had no formal training.

Writing predictions of their own future for the next 50 years.

The purpose of these exercises is to encourage the student to give further thought to in-class activities and to utilize personal development skills outside the classroom. When students are put into situations where they can actively monitor their thoughts and reactions real personal growth is most likely to take place.

RESOURCES

1. Books:

Canfield, Jack and Wells, Harold C. 100 Ways to Enhance Self-Concept in the Classroom. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

Johnson, David W. Reaching Out. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Boy, Angelo V. and Pine, Gerald J. Expanding the Self. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1971.

2. Assessment Instruments:

Personal Orientation Inventory (POI), Educational & Industrial Testing Service, San Diego, Ca., 1968.

EVALUATION

Evaluation will be a joint responsibility of the instructor and the individual student. A final grade will be agreed upon by the student and the instructor at an individual evaluation conference.

The only formal evaluation instrument used will be a pre and post administration of the Personal Orientation Inventory (POI)

It will be used to help students analyze their personal goals. The results of these inventories will be shared with the students and will be used more for course evaluation than for individual student evaluation. Pre- and post- administrations of the POI should take place outside of the regular class times.

TIME CONSTRAINTS

This unit is designed to encompass a time period of five weeks. The class is to meet for two periods each week and the periods should be at least 90 minutes each.

APPLICATIONS OF CAREER EDUCATION IN SPECIAL EDUCATION

Dennis R. King, Special Education

INTRODUCTION

The purpose of this instructional unit is to develop a basic awareness of typical role-models for the teacher of the handicapped. It will be infused in Education M 172 Education of the Exceptional Child, and Education X 198 Field Observation. The participants will be involved in activities in which they identify, investigate and evaluate the various role-models currently being utilized in public, private, and state educational settings. The activities are designed specifically to allow individual participants the opportunity to assess each role-model in terms of his/her own career-selection criteria.

GOAL

The participants will be assisted in developing a basic awareness of role-models that the teacher of the handicapped utilizes in the public, private, and state educational settings and will have assessed each role-model in terms of the participant's individual career-selection criteria.

OBJECTIVES

The participants will:

1. Identify their own specific career-selection criteria and share this information with others in small group discussion.
2. Discuss the various role models for the teachers of the handicapped and how they may relate to their career plans.

3. List the available direct services for the individual with a handicapping condition from the local level to the state level in all educational settings and identify each in terms of the following:

   a) public, private,or state service

   b) local, regional,or state facility

   c) general population served (if known)

4. Discuss the available direct services and individually speculate which role-model for the teacher of the handicapped each utilizes.

5. Develop a commonly agreed upon interview format to be used to gain information from teachers of the handicapped in various settings about role-models and career-selection criteria.

6. Visit three of the available direct-service facilities and interview teachers of the handicapped using the common interview format.

7. Evaluate their success in speculating about the role-models, utilized in various facilities and share site-specific information with others in the large group.

8. Assess their own career-selection criteria as they share the information on career-selection criteria obtained from interviewed teachers of the handicapped.

LEARNING ACTIVITIES

1A. Introduction and identification of "Career-Selection Criteria" (brief lecture):

Introduce career-selection criteria by a presentation of the degrees of professional success and personal fulfillment one has had and is currently experiencing. This valuable information when seriously considered assists the individual in developing a basic awareness of the career-selection criteria he/she deems important. Further emphasis should be given to the importance of clarifying one's self-perceptions and setting of professional or personal goals.

B. Exercise sheet 1: "Career-Selection Criteria"

C. Group discussion: participants will share their "career-selection criteria" in a small group (triad).

D. Introduction and identification of "role-models for the teacher of the handicapped" (brief lecture):

Introduce the "role-models for teachers of the handicapped" by presenting the continuum of services based on the principle of the "least restrictive environment." Use transparency 1 and resource "Special Education Regulations and Guidelines" if used in Maine. The typical "role-models" for the teachers of the handicapped are as follows: 1) regular classroom teacher, 2) resource room teacher, 3) itinerant resource specialist, 4) special classroom teacher, 5) teacher assistant or paraprofessional, 6) parent or interested community volunteer, and 7) specific specialists (see tranparency 2.) Discuss the various combinations of roles that might also exist.

E. Exercise sheet 2: "List of Available Direct Services." Participants will individually list the available direct services they are familiar with in the state, and categorize these services in terms of specific criteria.

F. Participants will share and combine their "lists of available services" in their small group (triad). Materials needed are blank sheets of newsprint and markers.

G. Each small group will present its combined list to the large group and a master list will be produced. Materials needed are newsprint, markers, chalkboard or overhead projector.

H. Exercise sheet 3: "Role-Model Speculation" should be done individually by copying the "master list" from Activity 3 and indicating which role-models are perceived as the primary one utilized in each facility.

I. Divide class into groups of 3-5: Each small group will design an interview format to be used to gain information about the role-models for the teachers of the handicapped and the related variables that influenced that teacher's particular career choice. The interview format should reflect each participant's input. Materials needed are newsprint and markers.

J. Arrange for field observation and interviews by individual participants at three self-selected direct service facilities. It is suggested that the participants be responsible for making their own visitation arrangements, and the visitations be done within a three-week period.

K. Conduct a discussion: Part I - Participants should refer to Exercise sheet 3 and evaluate their success in speculating what role-models they would find at various direct-service facilities. Part II - Participants should share their "success in speculating" and to report back information gained from the interview (Stress: "Role-models and career-selection criteria").

L. Exercise sheet 4: Each participant will refer to Exercise sheet 1 and the information gained on the career-selection criteria from Activity K, Part II to evaluate his/her own criteria. Participants will also list available direct services.

RESOURCES

1. Instructional Resources:

"Special Education Regulations and Guidelines," Maine Dept. of Educational & Cultural Services, Augusta, Maine, 1976.

Visitation to available direct service facilities for the handicapped.

Worksheets

Overhead projector and supplies

Large blank newsprint pages and felt-tip markers

EVALUATION

Participants will do pre- and post-lists of available direct services. Participants will also evaluate, in writing, the instructional unit in terms of its goals and objectives.

TIME CONSTRAINTS

Approximately five two-hour sessions plus a three-week period for visitations would be required.

EXERCISE SHEET: 1

"Career-Selection Criteria"

Part 1 Directions: Indicate on the following scales your perceptions of the degree of professional success.

Past ______________________________

low medium high

Explanation:

Present ______________________________

low medium high

Explanation:

Part II Directions: Indicate on the following scales your perceptions of the degree of personal fulfillment.

Past ______________________________

low medium high

Explanation:

Present ______________________________

low medium high

Explanation:

Part III Directions: List specific criteria that influenced your assessments on the above scales and indicate the importance of each in terms of selecting a career for the future.

Importance	Specific Influencing Criteria

Share your comments with the small group.

EXERCISE SHEET 2: "List of Available Direct Services"

Directions: Fill in the name of direct service and indicate where it is in terms of the following criteria.

Name of Direct Service	Service			Facility			General Population Served (if known)
	A Public	B Private	C state	A local	B reg.	C state	

EXERCISE SHEET 3: "Role-Model Speculation"

"Role Models"

1. Regular classroom teacher
2. Resource room teacher
3. Itinerant Resource Specialist
4. Special classroom teacher
5. Teacher assistant or paraprofessional
6. Parent or interested community volunteer
7. Specific specialists

Directions: Copy the master list below and use the above numbers by each role model to indicate the primary role-model utilized in each of those sites (speculate)

Master List	Primary Role-Model Number

Save this finished worksheet for activity 6.

EXERCISE SHEET: 4

Part I Directions: Indicate on the following scales your current perception of the degree of professional success.

Present ________________________________
low medium high

Explanations:

Future ________________________________
low medium high

Explanations:

Part II Directions: Indicate on the following scales your current perception of the degree of personal fulfillment.

Present ________________________________
low medium high

Explanations:

Future ________________________________
low medium high

Explanations:

Part III Directions: Answer the following question:

1. What do you perceive as the important career selection criteria for you?

Part IV Directions: List the available direct services for the handicapped and briefly identify each.

TRANSPARENCY 1

Type of Program of Service

Degree of Impairment	Proportion of time in Special Program (Degree of Restriction)
LOW	A. Student is enrolled in a regular class; learning activities are supplemented by special education instructional materials or equipment identified by the Pupil Evaluation Team.
↓	B. Student is enrolled in a regular class; learning activities are supplemented by special education instructional materials or equipment identified by the Pupil Evaluation Team; the regular classroom teacher also receives special education consultation with appropriate consultants identified by the Pupil Evaluation Team.
MODERATE	C. Student is enrolled in a regular class and receives less than half of his/her instruction from a special education teacher operating a resource program.
	D. Student is enrolled in a special education class and receives a majority of instruction from a special education teacher operating a self-contained program.
	E. Student is enrolled in a regional special education day program operated by a public agency.
↓	F. Student is enrolled in a private special education day facility.
HIGH	G. Student is enrolled in a special education residential facility.
	H. Student receives hospital or homebound instruction.

TRANSPARENCY 2

TYPICAL ROLE MODELS

1) Regular Classroom Teacher
2) Resource Room Teacher
3) Itinerant Resource Specialist
4) Special Classroom Teacher
5) Teacher Assistant or Paraprofessional
6) Parent of Interested Community Volunteer
7) Specific Specialists

APPLICATION OF CAREER EDUCATION TO FAMILY STUDIES

Walter McIntire, Family Studies, Human Development
John Silvernail, Family Studies, Human Development

INTRODUCTION

The intent of the proposed unit will be to provide participating students with a broad overview of existing knowledge in the study of family interaction processes and will concentrate on the three major intrafamilial relationships: spousal, parent-child and sibling. Within this general framework the course will examine such specific topics as sexuality, mate selection, marital interaction, ordinal position, divorce, aging and changing roles (see Appendix A for complete listing in CF 17 Family Interaction syllabus).

Individual topic areas will be explored in terms of historical, current and projected future societal trends, and an attempt made to briefly examine all major theories relating to the specific subunits.

Emphasis will be placed throughout on the intricate relationship which exists between self, family and life goals (ie: career, etc.).

GOAL

To provide students with a broad overview of existing knowledge in the study of family interaction processes.

OBJECTIVES

1. To provide all participating students with the foundation knowledge outlined in paragraphs one and two of the introduction.
2. To develop an awareness of the importance of family processes in relation to the development and attainment of life goals.

3. To explore and validate the concept of a family as both a primary and secondary career option.

4. To demonstrate the applicability of family studies to a broad range of specific career directions.

5. To assist the individual student in self-assessment and clarification of his or her unique life goals.

LEARNING ACTIVITIES

1. A lecture-discussion format is suggested with sufficient time reserved at the conclusion of each presentation for individual questions. The relationship of course content to career and life goal development will be illustrated within the lecture presentations. The following list represents specific connections to be made between career development and family interaction:

    a) Timing of birth and control of total family size as it affects career planning and development for both males and females.

    b) Possible effect of commitment to homosexual orientation on career selection and stability.

    c) Relationship between social status, career aspirations (Career Awareness) and mate selection. The question of choosing partners who will complement or increase personal career development.

    d) Marriage stability and career stability. Life style and dyadic interaction patterns differ with career of either or both partners.

    e) Work and leisure- an overall view of goal-directed time usage.

    f) Effect of occupational selections on models and methods of child rearing. Employed vs. unemployed mothers. Style of parenting related to level or degree of financial stability and occupation.

    g) Affect of ordinal position and sibling interaction on personality development. Suitability and/or adaptability of career determined in part by individual personality structure.

    h) Financial-occupational instability as a factor in family stress.

i) Projection of future change in family form with special emphasis on the developing role of the employable female.

j) Is each individual prepared to assume the total responsibility for family care-the single parent?

k) Family studies in career options.

Comprehension of the relationship involved will be judged by student performance on assigned self-exploratory paper.

2. Personal self analysis data will be collected during the second class period. Each student will complete the career patterns exercise (see HO). The resulting information will be applied by the instructors to the development of lectures and by the individual students in preparing a required paper. The instruments employed in this unit will be:

   a) Edwards Personal Preference Schedule

   b) Pair Relationship Expectation Scale

   c) Sexual Attitudes and Behavior Inventory

   d) Career Patterns

   The principle tool employed will be the E.P.P.S. which will be returned to the students for use in preparation of papers. Further, it is hoped that individual students will apply the insight gained into their particular personality in their evaluation of course material.

3. The option of a "career" as a family member is very real for members of both sexes in today's society. This objective will be dealt with through discussion in class.

4. Emphasis will be placed during the introductory lecture on the relevance of family studies to a broad range of career options. Prior to the conclusion of the course, a career wheel detailing these options will be distributed by an individual or panel involved in related career areas. In addition, guest lecturers drawn from representative fields will be employed whenever possible.

5. Students will be asked to complete the Five Year Career Plan exercise (see HO) and to evaluate course content in terms of individual goals. This segment, as all others, will be augmented by the required paper.

RESOURCES

1. Books:

Udry, R. The Social Context of Marriage. New York: J. B. Lippincott Co. (3rd ed.), 1974.

Streib, G. F. The Changing Family: Adaptation and Diversity. Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1973.

2. Assessment Instruments:

Edwards Personal Preference Schedule, pg. 122, The Psychological Corporation, New York, 10017.

McIntire W. and Silvernail, J. Pair Relationship Expectation Scale. Orono, Me.: School of Human Development, UMO, 1977.

McIntire W. and Silvernail, J. Sexual Attitudes and Behavior Inventory. Orono, Me.: School of Human Development, UMO, 1977.

3. Instructional Resources:

University and Community Resource Persons

4. Handouts:

Career Patterns
Five Year Career Plan

EVALUATION

Each student will be required to prepare a paper of approximately 10 pages in length, in which he or she applies course content to an analysis of self in terms of personal relationships and life goals. The paper will be analyzed in relation to career and self development elements as suggested by the U. S. Office of Education Model.

In addition to the required paper, two multiple choice examinations will be given, one in the eighth and one in the final week. Two-thirds of the exam questions will be derived from the text, one-third from lectures. The second examination will not be comprehensive, covering only material presented following the first preliminary examination.

TIME CONSTRAINTS

This course requires sixteen class periods of one hour, fifteen minutes each for lectures, plus ample time for review and examination.

HANDOUT 1

5 Year Career Plan

The motivated individual who wishes to control his/her life must plan the sequential process that facilitates goal achievement. We all want to be "something" or "someone" but quite often lack the knowledge or experience to articulate our plans. A suggested model is as follows:

I. Self Analysis - identification of interests, abilities and personality factors:

A. Interests - list hobbies, leisure time acitivities, etc.

B. Abilities - list specific skills or talents (known)

C. Achievements - list experiences over life span (activities you did)

D. Personality - list personality variables that describe you (happy, sad, etc.) most of the time

II. Career Goals - identification of career goals:

1 Career Goal	2 Skills Needed	3 How Obtained

4 Verification of Skill	5 Time Comment

Developed by C. W. Ryan, College of Education, UMO, 1976.

HANDOUT 2

Career Patterns

Chart your career pattern by listing all work experiences, including part-time and summer jobs, beginning with elementary school. Include the reasons why you left a job as well as those for taking a new one.

Dates	Occupation, including your prework preference	Reasons for choice

APPENDIX A

Cf 17

Family Interaction
Walter McIntire
SPRING 1977
John Silvernail

The course is designed to provide the beginning student of the family with an overview of knowledge in the three major intra-familial relationships: spousal, parent-child, and sibling. The course is based on two texts listed below and is essentially of a lecture format.

Texts: Udry, Richard. The Social Context of Marriage. (3rd edition) New York: Reading, Mass.

Streib, G. F. The Changing Family: Adaptation and Diversity. Reading, Mass.

OUTLINE

Week	Topic
1-25	Introduction
1-27	Descriptive Data from class
2-1	Population Change and the Family
2-3	Sex Differences
2-8	Human Sexuality
2-10	Contraception
2-15	History & Theories of Homosexuality
2-17	Homosexual Relationships
2-22	Social Factors in Mate Selection
2-24	Interpersonal Factors in Mate Selection
3-1	Theories of Mate Selection
3-3	Marital Interaction
3-8	Advanced Marital Interaction
3-10	Work & Leisure
3-15	Review Session

APPENDIX A (continued)

Week	Topic
3-17	Mid-Term Exam A. Chapters 1-9 and Chapter 16 in Udry, will be covered on the exam, as well as Readings numbered 1-6 in Streib, and the class lecture material.
3-22	VACATION
3-24	VACATION
3-29	Child Rearing
3-31	Parent Models
4-5	Sibling Interaction
4-7	Ordinal Position & Personality
4-12	Family Under Stress
4-14	Problem Families
4-19	Divorce & Remarriage
4-21	Aging & Family Life
4-26	Retirement Marriage
4-28	The Future of the Family
5-3	Changing Roles for Women
5-5	One-Parent Families
5-10	Integrating the Family and Work
5-12	Family Counseling
Final's Week	Final Exam B. The final exam will cover in-class topics since the mid-term exam, Chapters 10-15 and 17-19 in Udry, and readings numbered 7-14 in Streib.

APPLICATIONS OF CAREER EDUCATION IN EDUCATIONAL FOUNDATIONS

David Nichols, Foundations, Education

INTRODUCTION

If career education elements are to be infused in almost all courses and activities in which pre-professional teachers participate, then the infused element ought not be so obvious as to be perceived by the student as repetitive, or as variations on a theme. Also, infusion implies that the new element become part of an organic whole as is any other course element or activity and will be impossible to distinguish as an "add-on."

Further, if a major purpose in infusing career education elements into teacher education is to create secondary effects which will later improve teaching at the public school level (which is what teacher education is all about), then a critical strategic problem must be considered. One of the least successful methods of producing the desired secondary effects is to simply tell pre-service teachers about it. To repeatedly bring it to their attention is, if anything, even less successful. On the other hand, one of the few strategies that seems to work with any degree of consistency is to give the pre-service teacher a supremely relevant personal experience in the here and now. If teachers value it, they will often try to re-create it for others in their classroom. This unit represents an effort to provide that kind of experience within the framework of a rather conventional course, Education B 3 The Growth-Learning Process, using the self-awareness element of career education construct as a major vehicle.

Education B 3 The Growth-Learning Process is an undergraduate required course which, as its name implies, contains elements of the conventional course in educational psychology, with emphasis on human development. It is most often treated as a purely cognitive segment of the teacher education program, with lecture, text, readings and objective examinations the most commonly utilized tools of instruction. It is recognized that the amount of carryover to student teaching, and teaching, is at best minimal. It is agreed that in order to teach, one ought to know something about human growth and learning, so new models are developed with hope for improved carryover at some point.

The present approach to this course is as follows. Students will:

1. generate lesson and unit plans for objectives in their own teaching fields, which make use of development and learning principles that they are learning.
2. read a text in cognitive development.
3. view numerous films centering around theories of learning, e.g. Piaget and Skinner.
4. participate in small group discussions of learning theory.
5. be permitted to repeat number one until they are able to succeed in doing the described activity.

Most students leave the course feeling that they have learned something valuable, not only about human development and learning theory, but also about their ability to carry out an activity central to teaching, i.e. intelligent planning.

GOALS

Within the framework of such a course, and consistent with the strategic considerations mentioned above, a proper and practical goal is to integrate the self-awareness element into the existing course structure, which already includes numerous career education objectives.

OBJECTIVES

Through structured class exercises, students will:

1. identify their cognitive styles, work values.
2. evaluate their values in relation to teaching.
3. analyze their personal profiles for "fit" with present conceptions of teaching roles.
4. consider all of the above in relation to career alternatives.

LEARNING ACTIVITIES

The following learning activities are suggested:

1. Early in the course have each student review the concept that cognitive structure is unique to each individual and that, therefore, no two learning styles are quite the same. For most students these facts are inextricably linked with a new idea; that teachers don't really teach anything, in the sense of making real modifications in another person's cognitive structure. The implications of this construct unfold very slowly for the student at first. This is an opportunity to illustrate for each student his own uniqueness, and at the same help him confront the question of, "Who am I?"
2. At this point the following tests are suggested for administration:
    a. A personal profile (i.e. the Gordon Personal Profile or the Work Values Inventory).
    b. A measure of intellectual style, e.g. Embedded Figures Test, Consulting Psychologists Press, Palo Alto, California.

c. A values inventory, Minnesota Teacher Attitude Inventory.

Results of each test will be confidential, as is each person's overall profile. It should be emphasized that no optimum configuration exist. The purpose is to demonstrate the wide variation that exists among us, and to give each of us an additional "handle" on the question of, "Who am I?"

3. It is suggested that students examine their successes and failures in the rest of the course, in addition to their reactions to the assigned tasks, in the light of what they now know about themselves. It is assumed that not all students will eventually teach, or even plan to at this point, and for many this will be an exploratory activity.

4. The College of Education Career Options brochure will be distributed for class discussion.

RESOURCES

1. Books:

   Smith, F. Comprehension and Learning: A Conceptual Framework for Teachers. New York: Holt, Rinehart & Winston, 1975.

2. Assessment Instruments:

   Embedded Figures Test. Consulting Psychologists Press, Palo Alto, Ca., 1971.

   Gordon Personal Profile. New York: Harcourt, Brace & World, Inc., 1963.

   Work Values Inventory. Boston: Houghton Mifflin Company, 1970.

   Minnesota Teacher Attitude Inventory. Psychological Corporation, New York, 1951.

EVALUATION

During the course, individual sessions will be scheduled to provide students with an opportunity to discuss the tasks that they are attempting to complete, difficulties they they may be having, and questions they may have. It is anticipated that many will have questions about themselves and their career plans in relation to their test profile and their facility (or lack of it) in planning for teaching. For those who do not, the instruction should be prepared to raise questions leading in those directions.

The result in most cases should be a productive, non-directive counseling session in which the student does most of the talking, about himself and his plan for the future. The instructor's task will be to suggest further experiences and/or opportunities to explore, to correct possible misconceptions and to be supportive.

The final thirty minutes of the last class session should be devoted to an analysis of the instructor's activities and at this time several implicit objectives of the course are made explicit. The career education element can also be made explicit at this point, and the general application of the notion of relevance in teaching and learning can be discussed and further emphasized. It is exciting and relevant to learn about one's self, to be treated as a unique individual in a class and to discover that alternate career options are open, even "late in the game."

TIME CONSTRAINTS

This effort is not a "unit" in the conventional sense with a visible title, content, and a specific time allotted in the course calendar. It is to be infused throughout an intire course.

APPLICATIONS OF CAREER EDUCATION IN SCIENCE EDUCATION

Constance Perry, Science Education

INTRODUCTION

This unit (Module 15) is an introduction to career education for students enrolled in Ed M 142 Teaching Science in The Secondary School. The intent of the unit is threefold. An overview of the goals, concepts and practices of career education will be the initial focus. An examination of available resources will follow for the dual purpose of developing secondary science career education materials and exploring career options for the methods students as well as for their perspective secondary science students.

GOALS

One desired outcome of the unit is to introduce secondary science methods course students to career education. Knowing how it can and should be facilitated at the secondary level will help them to properly infuse career education into their teaching. Also it is hoped that the unit will facilitate examination of chosen occupations in light of their interests, abilities and desired life styles.

OBJECTIVES

The learner will:

1. Show his/her awareness of the scope and goals of career education by writing a short paper on what it can do to help youth.
2. Examine career options by:
    a) Completing two occupational searches.

   b) Comparing information from searches with stated interests, abilities and desired life style.

   c) Interviewing a worker in one of the two occupations searched and submit a tape of the interview.

   d) Developing a plan to help a secondary student, with stated interests, abilities and to explore possible occupations.

3. Demonstrate facility for infusing career education into secondary science teaching by:

   a) Developing a career education component for one secondary science instructional unit.

   b) Describing in writing means by which career education could be infused into several other secondary science topics.

LEARNING ACTIVITIES

1. Scope and purpose of career education.

   Introduce:

   a) Definition of career education.

   b) Need for career education.

   c) Goals of career education.

   d) Specific elements of career education.

   Assignment: Short paper on what career education is and what its function at the secondary level should be.

2. Examine career options by introducing:

   a) The 15 Occupational Clusters developed by U.S. Office of Education.

   b) Occupations specifically for those interested in the sciences and/or education.

   c) The Dictionary of Occupational Titles, Occupational Outlook Handbook and other available occupational resources.

Assignments:

a) List interests, special abilities, favorite pastimes and describe what you picture as your life style in five to ten years.

b) Two occupational searches (your chosen occupation and one alternative). The searches will include duties, qualifications, preparation, methods of entering, time required to attain skills, related occupations, earnings and conditions of work.

c) Conduct and tape an interview with a worker in one of the chosen occupations. Submit interview outline prior to completing the task.

d) Compare assignments a and b to factor out areas of interest to the student.

e) Develop a written plan to help a secondary science student with particular interests and abilities to explore possible occupations.

3. Introduce the concept infusion of career education:

a) Demonstrate several career education curriculum guides.

b) Help students write sample career education units.

Assignments:

a) Develop a career education component for a secondary science instructional unit.

b) Describe and illustrate procedures by which career education could be infused into several given secondary science topics.

RESOURCES

1. Books:

Hoyt, K. B. Career Education for Gifted and Talented Students. Salt Lake City, Utah: Olympus Publishing Co., 1974.

Dictionary of Occupational Titles, Vol. I, II., U.S. Government Printing Office.

2. Instructional Resources:

Career Education and Maine. Edward G. Johnson, Charles W. Ryan. Bureau of Vocational Education, State Department of Education, 1973.

"Straight Answers on Career Education." Kenneth B. Hoyt, Associate Commissioner for Career Education, U.S.O.E., Washington, D. C.

"Occupations for Students with Skill and Training in the Education Field" developed by Charles W. Ryan, University of Maine, Orono, 1976.

Occupational Posters. Gerald Hinckley, 58 Main Street, Poultney, Vermont.

Guidance Monograph Series IX: Career Education and the Curriculum. Edited by Shelly C. Stone and Bruce Shertzer, Purdue University, Houghton Mifflin Company.

A Guide to Health Careers in Maine. Health Council of Maine, Augusta, Maine, 1974.

Career Education Curriculum Guide. Indiana State Department of Public Instruction. Harold H. Negley, Superintendent, 1973.

EVALUATION

To receive credit for completion of the unit, all assignments must be judged satisfactory by the instructor. For an assignment to be deemed satisfactory it must be complete, and meet the unit objectives.

TIME CONSTRAINTS

The unit is part of an individually paced methods course. After the first orientation meeting, the student will have the semester to complete the unit along with the remainder of the course.

ORIENTATION TO CAREER AWARENESS IN LIFE SCIENCES AND AGRICULTURE

Winston Pullen, Associate Dean, Life Sciences and Agriculture

INTRODUCTION

The focus of the following unit is orientation of students to alternative career options within the College of Life Sciences and Agriculture. The activities are planned to provide exploratory experiences so that students can learn about occupational clusters e.g. agribusiness. The expected outcome is that students will have greater self and career awareness regarding future plans.

GOALS

Goals of this unit are for students to:

1. evaluate abilities, interests, strengths and weaknesses in terms of self awareness
2. investigate the educational programs at UMO with special reference to Life Sciences and Agriculture (LSA)
3. explore the scope of occupations related to the program offerings in LSA

OBJECTIVES

Objectives of this unit are for students to:

1. identify reasons for participating in career education
2. develop understanding of the meaning of work and its relationship to careers, occupations and vocations
3. evaluate self to determine abilities, interests, strengths and weaknesses
4. describe the (15) major occupational clusters
5. investigate career fields and occupations
6. determine entry level requirements
7. employ decision-making skills

LEARNING ACTIVITIES

1. Orientation of program:
    a. discuss reasons for career education
    b. identify objectives to be accomplished
    c. state the meaning of work and its relationship to careers, occupations, vocations
2. Student self-evaluation:
    a. explain process of self identification (where you are, where you want to go, and steps in between)
    b. complete tests such as the Strong-Campbell Interest Inventory, Self-Directed Search, etc.
    c. interpret test/evaluation results in preparing a self-analysis report
3. Study of major occupational clusters
4. Entry level job description:
    a. examine one description or business not previously familiar with
    b. report on personal visitation
5. Review of educational offerings at UMO
6. Educational/occupational seminars:
    a. organize seminars with an experienced leader to handle each session
    b. include eight areas: Biology
        Animal Science
        Plant and Soil Sciences
        Agricultural Engineering
        Agricultural and Resource Economics
        Recreation and Park Management/ Natural Resource Management
        Forestry and Wildlife
        Human Development

7. Rap session on educational/occupational opportunities

RESOURCES

1. Assessment Instruments:

    Strong-Campbell Interest Inventory. Palo Alto, Cal.: Consulting Psychologists Press, 1976.

    Self Directed Search, Consulting Psychologists Press, Inc., Palo Alto, Cal., 1973.

2. Instructional Resources:

    Educational and Community Resource Persons

EVALUATION

This unit is oriented toward two types of evaluation:

1. self evaluation

2. program evaluation

TIME CONSTRAINTS

This unit may be infused throughout a semester by 50 minute periods.

A FOLLOWERSHIP TRAINING PROGRAM

Dorin Schumacher, Director Upward Bound

INTRODUCTION

"You can influence your boss so you can get more satisfaction out of work!"

An awareness of the need for this unit comes from four years' experience in conducting staff training programs for Upward Bound summer staffs and seeing first hand the painful difficulty college students have in making the transition from the role of student to the role of professional worker. Perhaps this unit, which presents introductory organizational concepts and basic work-related human relations skills, could substantially reduce young workers' and their supervisors' headaches by decreasing confusion and conflict between them, and thus increase the potential for the young professional's success.

The 18 session unit is designed for undergraduates preparing for professional careers in organizations such as schools, agencies, government, and private occupations. The unit can also be adapted for use in staff training for pre-professionals or para-professionals in summer programs such as Upward Bound, Freshman Orientation, and on-campus institutes of various sorts that might be staffed by college students.

The emphasis in most organizational training programs is on the skills of relating in a "downward" direction, supervisor to employee, teacher to student, counselor to client. The professional worker, when armed with the appropriate understandings, empathy, and assertiveness, can influence things in "upwards" directions, can influence the quality of the relationship with supervisor or administrator, and thus increase the amount of recognition and satisfaction he or she can derive from the work environment. It is the intent of this training program to focus on the following:

1. Career Education Concepts:

   Employability Skills
   Skill Awareness
   Self Awareness

2. Human relations and communications skills needed in the modern organization: more specifically on the critical supervisor-employee relationship.

The development of this unit is a result of examining:

1. Teacher and counselor training programs that focus on developing skills for effective teacher-student or counselor-client relationships.

2. Organizational development programs that focus on training the supervisor in supervisory skills.

3. Anti-authoritarian attitudes carried over from adolescence to early work experiences among young workers.

4. Work relationship conflicts that develop from values conflicts, often between autonomy and cooperation values.

The most competent and well-trained teacher, counselor, or other professional worker who relates poorly to authority risks continuing professional failure. Human relations understandings and communications skills are tools the professional can use in an active way to develop effective relationships with supervisors, increasing the chances of achieving personal goals, need satisfaction, and fulfillment in work.

It is also assumed that:

1. Every modern organization, including the school, is made up of vertical levels connected by the basic supervisor-employee relationship.
2. The supervisor has certain responsibilities in "downwards" directions. The supervisee has certain responsibilities to carry out assigned work.
3. Performance is evaluated primarily by the supervisor and that effectiveness is often what the supervisor perceives. The employee also has responsibility for the quality of the supervisor-employee relationship and can influence the way he or she is seen by a supervisor in an active way.

GOALS

1. To increase the participants' knowledge of the world of work.
2. To improve the employability of the participants by increasing human relations and communications skills, understandings of work relationships, ability to empathize with supervision, and awareness of their own skill levels in these areas.

OBJECTIVES

The following objectives provide instructional direction for this unit:

1. The student will demonstrate an understanding of work roles and relationships by designing an organizational chart for an organization in the student's chosen field, showing role definitions, decision-making levels, communications flow.
2. The student will demonstrate an understanding of the concerns and values of a supervisor by reporting on the results of an interview with a supervisor.
3. The student will demonstrate orally or in writing the ability to communicate effectively to a supervisor a work-related problem, an achievement, a complaint, a personal need, and appreciation for something the supervisor has done.
4. The student will demonstrate an awareness of his or her own work values and attitudes toward authority by writing an autobiographical essay.

LEARNING ACTIVITIES

The activities provide both didactic and experiential exercises:

1A. Lecture and discussion of organizational structures, readings in organizational theory; the organizational chart; the organizational structure of the University, college, or school.

B. Lecture and discussion of organizational concepts, responsibilities, roles, relationships.

C. Groups' development of an organizational chart for the institution they are attending.

D. Observations and analyses of students' own decision-making roles, and observations and analyses of their own communications patterns: direction, purpose, numbers.

E. Research into the type of organization in which students want to work, mapping its organizational structure.

2A. Lecture, discussion of the supervisor-employee relationship and differing roles and responsibilities.

B. Guest speaker(s): presentation and discussion of experiences with supervision and supervisors.

C. Films of supervisor-employee dialogues, e.g. "Performance Appraisal."

3. Work communications exercises from Communication on the Job and The Handbook for Group Facilitators:

A. Role-playing

B. Listening skills

C. Reinforcement

D. Feedback

4A. Analysis of students' own individual performance standards, work values, communications strengths and weaknesses through self-interviews and values clarification exercises.

B. Writing autobiographies describing students' relationships to authority figures in their lives.

RESOURCES

To conduct this unit the following materials are needed:

1. Books: These are management-oriented which is part of the problem--but they do provide insight into the supervisor's perspectives, problems, and work values, and they can be adapted for skills training in relating "upwards."

Buening, C. Communicating on the J.. Reading, Mass.: Addison-Wesley Publishing Co., 1974. (A communications workbook approach; ideas for exercises.)

Harris, O. Managing People at Work: Concepts and Cases in Interpersonal Behavior. Santa Barbara, Cal.: John Wiley & Sons, Inc., 1976. (For sample organizational charts and basic concepts of supervision. any good basic text will do.)

James, M. and John, T. The O.K. Boss. Reading, Mass.: Addison-Wesley Publishing Co., 1975. (A transactional analysis model of supervisor-employee communications and relationships.)

Kellogg, M. When Man and Manager Talk...A Casebook. Houston, Texas: Gulf Publishing Co., 1969. (A sexist title, but useful for sample dialogues between supervisor and employee.)

2. Instructional Resources:

Pfeiffer, J. and Jones, J. The 1972 Annual Handbook for Group Facilitators. Iowa City, Iowa: University Associates, 1972. "Supervisory Attitudes: the X-Y Scale," p. 67;
"Interpersonal Relationships Rating Scale," p. 73;
"Frustrations and Tensions Worksheet," p. 7.

Sample Performance Evaluation for Professional Employees: Can be obtained from local University or College Personnel officer.

"Performance Appraisal." Bevery Hills, Cal.: Roundtable Films, Inc.

Suggested Resource Persons, e.g. director of personnel within an institute, administrative person and a professional employee.

EVALUATION

1. Quiz on organizational and communications concepts.

2. Written assignments:

A. Report on organizational structure of organization in which student plans to work.

B. Autobiographical essay.

TIME CONSTRAINTS

This unit requires approximately 18 one-hour sessions.

ETHICS, MORALS AND VALUES IN THE WORLD OF WORK

Frank Vitro, Counselor Education

INTRODUCTION

It appears reasonably clear that among society's emerging goal directions, career education and the promotion of career development have very high priority. If these goals are to be defined in part by sound academic preparation plus appropriate experiential training, then many post-secondary programs are in a position to provide a major impetus for achieving these goals. Colleges, vocational schools, and other post-secondary institutions should be investigating with intensified interest ideas and innovations in career education that could be infused into existing programs.

One dimension of career education which has remained relatively unexplored is the issue of ethical conduct in the world of work. It is generally assumed that one of the primary objectives of career education is to promote development of the individual to the extent that he may engage in work that is satisfying to himself as well as beneficial to society. Unfortunately, the benefit to society is often given only secondary importance in the world of work as evidenced by recurrent incidents of expediency, egotism, over-emphasis of profit motive and other questionable values. The typical result can be found in the increased numbers of violations of ethical practices and a greater propensity to dishonest behavior in many quarters of business and industry. The Watergate investigations and the consumer advocacy campaigns of Ralph Nader represent a trend toward increased public scrutiny of and intervention in the matters of politics, business and a host of other public service occupations. Sensitivity to consumer needs, rights and opinions is essential to business and professional personnel if they are to adhere to high ethical standards in the delivery of services or products to the public.

Most college graduates--whether they have been trained in education, natural sciences, engineering or business administration--eventually secure positions in some profession or a branch of industry where they inevitably confront human problems that involve ethical or moral decisions. Too often the neophyte entering the world of work is adequately prepared in the knowledge and skills related to his chosen career, but is lacking in the values and ethical standards required to preserve his personal integrity and to fulfill his humanitarian responsibilities. Such naivete sometimes results in the young worker making occupational decisions based on expedient self-interest rather than rational altruism.

Some Basic Assumptions:

1. That the human intellect can identify and comprehend certain fundamental ethical principles which will provide order and reason to man's social and moral existence.
2. That the study of career ethics and morality in the world of work will lead to improved understanding about fundamental "goodness" and "evil" of occupational behavior in the light of natural reason.
3. That one's occupational behavior can and should be based on rational altruistic morality and a concern for ethical standards, thus promoting the integrity of the worker.

4. That effective work habits and favorable attitudes toward work can and should be fostered during the formal educational experiences of the learner.

The versatility of this module is evidenced by its adaptability to a wide variety of post-secondary academic and vocational programs. It could be introduced as an integral component of any undergraduate program or pre-professional preparation. Each profession or occupational area would focus upon those ethical problems and issues that are common to that specific area. For example, programs such as engineering, nursing, education, business administration, etc., would each have a unique unit on ethical concerns of its area. The module could also be introduced to community business and industry in the form of in-service training for employees and professionals.

GOALS

1. Improved student awareness of the impact of personal behavior on other people.
2. Increased student recognition of the contributions and abuses of specific occupations to the goals of individuals, groups and society.
3. Strengthened student convictions about the necessity of high personal ethical standards in meeting societal needs by products delivered, services rendered and responsibilities carried out in the world of work.
4. Heightened student respect for honest work with the realization that the quality and productivity of one's work may influence the overall status of their particular occupation or profession as well as that of society in general.

OBJECTIVES

Students will:

1. a) Identify, discuss and evaluate their own personal abilities, limitations, interests, goals and values with competent others who can provide accurate and reliable feedback about them.

b. Demonstrate generally effective communication skills (expressive as well as receptive).

c. Express favorable attitudes about themselves.

d. Demonstrate awareness of own current interests, values and abilities that may affect career decisions.

e. Recognize responsibilities for own behaviors; understand and accept consequences of actions.

2. a. Demonstrate knowledge and understanding of the major responsibilities to the general public of a wide variety of occupations.

b. Recognize and respect consumer protection policies and practices.

c. Seek information about careers and occupations congruous with their personal values systems such as service to others and contributing to the solutions of community, political and ecological problems.

d. Identify and discuss the uses and abuses of power and authority; express and defend minority viewpoints constructively and or to change undesirable attitudes.

e. Recognize and appreciate efforts and accomplishments of others that merit acknowledgement; respect and encourage others who attempt to achieve to the best of their ability.

3. a. Identify methods of maintaining ethical standards of conduct in occupations, professions and businesses; recognize and understand differences in ethical responsibilities within various occupational families; compare personal career choice to desired ethical standards and identify discrepencies giving reasons for possible incongruities.

b. Anticipate and respond to the needs and expectations of clients and consumers, and adapt behavior accordingly; attempt to understand viewpoints of others; demonstrate ability to resolve differences and compromise in order to reach agreements and solutions.

c. Criticize diplomatically and objectively the work of others; offer constructive remedial suggestions; counsel fellow workers to promote improvement and development.

   d. Elicit improved efforts from others by good example, encouragement and enthusiasm.

4. a. Identify types of occupations most likely to satisfy their personal interests and values, while allowing one to serve others; specify those job characteristics important to the inidividual.

   b. Perform assigned tasks to the best of one's abilities without wasting time and effort; accept responsibility for one's own behavior and accept consequences of actions.

   c. Avoid infringement on rights of others; avoid damaging property or feelings of others; follow through on commitments to others; exercise caution for own and other's safety.

   d. Attend to and observe rules and regulations and carry out established policies and procedures; tactfully question and attempt to change those that seem unfair by consensus of opinion.

   e. Acknowledge and admit mistakes or work of inferior quality; understand that poor work or inferior product may cause the loss of customers or clients; check accuracy; completeness and quality of work.

LEARNING ACTIVITIES

1. Topics and Issues for Discussion:

   a. Deceptive practices and dishonesty in the world of work - "The Ripoff"
   b. Fairness in pricing goods or services
   c. Responsibility, commitment, and pride in work
   d. Elements of effective human relations (altruism, empathy, communicative skills, etc.)
   e. Decision-making skills
   f. Restoration of the work ethic and productivity
   g. Client and consumer protection practices
   h. Confidentiality - laws and issues
   i. Conflict - resolution training
   j. Self-Awareness - skills, limitations and values
   k. Conscience, laws and obligations

2. Instructional Strategies

   a. Lecture and other didactic instruction
   b. Small and large group discussion

c. Case-study analysis
d. Experiential Activities - field observations, role playing, simulation games, responses to video taped vignettes, and empathy training.
e. Values clarification procedures

RESOURCES

1. Books:

American Psychological Association Ethics Manual

Aronfreed, J. Conduct and Conscience. New York: Academic Press, 1968.

Casteel, J. D. and Stahl, R. J. Value Clarification in the Classroom. Goodyear Press, 1975.

Durkheim, E. Moral Education. New York: Free Press, 1961.

Kohlburg, L. and Turiel, E. Moral Development and Moral Education in Lesser G. Psychology and Educational Practice. Chicago: Scott-Foresman, 1971.

Waddington, C. H. The Ethical Animal. Chicago: University of Chicago Press, 1967.

2. Articles:

Hogan, R. and Dickstein, E. A Measure of Moral Values. Journal of Consulting Psychology, 1972, 39, 210-214.

Rest, J.; Cooper, D.; Coder, R.; Masang, J., and Anderson, D. Judging the Important Issues in Moral Dilemmas - An Objective Measure. Developmental Psychology. 1974, 10, 491-501.

3. Instructional Resources:

Film - "Child Who Cheats" - Holt, Rinehart and Winston
Film - "Moral Development" - C.M.R. Corporation
Film on Milgram Studies of Blind Obedience
Invited community resource persons

EVALUATION

A. Of Learner:

1. Cognitive assessment - (paper/pencil tests)
2. Skill assessment by observation
3. Affective evaluation - (attitude change instruments, etc.)
4. Student self evaluation

B. Of Program and Instructor:

1. Student evaluation of program effectiveness
2. Peer evaluations
3. Self evaluation
4. Employer's critique

TIME CONSTRAINTS

The recommended time frame for this unit would be 6 to 8 1½ hour sessions. However, the unit is amenable to any course time allocation from a few class periods to an entire semester course.

CAREER EDUCATION AND THE MASTER'S LEVEL STUDENT IN SPECIAL EDUCATION

Lenore H. Worcester, Special Education

INTRODUCTION

Many college of education students view their one year master's programs as preparation solely for a teaching profession. Master's level students in special education have similar views. The student equates the education program and degree synonymously with a teaching role. While this equation holds true for some it should not be a rigid standard. Teaching for some may be an ill chosen profession; for others, while being appropriate, it may not be attainable due to a surplus of teachers in a particular community. The purpose of this unit is to assist special education majors in becoming aware of alternative careers in their field.

GOAL

In order to make a successful career choice it is important that individuals become more aware of themselves. It is also necessary to be aware of the practical day to day functioning associated with particular career choices. Since we are in an ever changing technological society it is realistic to view our career choices with an eye towards the powerful law of supply and demand. Concurrently, students should become aware of vertical and horizontal job options or alternatives to the teaching profession.

In sum, students should:

1. Become more aware of self
2. Become aware of what teaching involves
3. Become aware of vertical and horizontal job options

OBJECTIVES

1. The student will be able to identify four (4) specific facts about self as revealed by interest inventory scores.
2. The student will be able to identify five (5) occupational characteristics of the teaching role.
3. The student will be able to identify three (3) possible job options consistent with the current level of training and the knowledge gained from objective one.
4. The student will be able to identify three (3) possible job options that could be obtained with a limited amount of additional training.

LEARNING ACTIVITIES

1. The student will complete the following assessment instruments:

    A. Strong Campbell Vocational Interest Inventory.

    B. Study of Values by Allport, Vernon and Lindzey. The result of these scales will be reviewed with the counseling staff, student, and the college instructor.

2. The student will become familiar with and be able to utilize the Occupational Outlook Handbook in exploring possible job options.
3. The student will become familiar with and be able to utilize the Handbook of Job Facts in exploring possible job options.
4. The student will discuss the concept of occupational clusters and then examine the 15 Occupational Clusters developed by the U. S. Office of Education.

5. The student will make a chart depicting the personal orientations which represent life styles and patterns of relationships between the individual and his world as they relate to the Public Service Job Cluster. For example, teaching is a highly social profession yet the student prefers to work alone.

6. Four to five resource consultants will discuss their work in class. One guest will be a past graduate of the program. These jobs will be both vertical and horizontal to the main occupation of teaching, e.g., educational consultant, book company representative, educational organization staff, social worker, tester, materials developer.

RESOURCES

1. Books:

   Murphy, J. ed. Handbook of Job Facts. Chicago, Il.: Guidance Publications and Services Dept. of Science Research Associates, 1963.

   Occupational Outlook Handbook. Washington, D.C.: U.S. Dept. of Commerce, Bureau of Labor Statistics, 1976-1977.

2. Instructional Resources:

   Career Counseling Center - UMO

   Guests from community

3. Handout:

   Ryan, C. W. "Occupations for Students with Skills and Training in the Education Field." University of Maine at Orono, 1975.

4. Assessment Instruments:

   Strong-Campbell Interest Inventory, Palo Alto, Cal.: Consulting Psychologists Press, 1976.

EVALUATION

1. Each student will list at least four (4) personality and vocational interest characteristics as revealed by the personality and interest inventories taken at the Career Counseling Center and indicate whether each is a strength or weakness vis-a-vis classroom teaching of special education teachers.

2. Each student will identify three (3) lateral job options and two (2) vertical job options consistent with his personality and vocational interest traints.

3. Each student will identify the major characteristics of each job discussed by the guest participants.

TIME CONSTRAINTS

Three college class sessions which meet once a week for three hours.

APPLICATIONS OF CAREER EDUCATION IN EDUCATIONAL PSYCHOLOGY

Jon I. Young, Educational Psychology, Education

INTRODUCTION

One of the major impediments to integrating career education in academic content is lack of understanding of the how and the what of career development. This unit will respond to these issues in a two-fold procedure.

You will explore a career development technique called interviewing which should help you acquire career information which can then be integrated in your class. Additionally, this technique will serve as a vehicle for examining the "career cluster" concept and provide your students with the opportunity of developing career decision patterns based on accurate information.

Using this approach gives you, the teacher, two options. First, if your academic area includes discussions of human interaction then the interviewing technique can be employed as a method of involving your students in various interpersonal situations.

Secondly, if your academic area does not specifically involve human interaction you can use the technique as a means of creating relevance between the student's classwork and the world of work. In the process of doing this you will also acquire valuable information about related careers that you can subsequently use to illustrate your lessons.

The unit is designed to serve as a model for integrating a career development concept within an academic structure. At the same time the participant will develop a career education skill, interviewing, which can be used to collect career information and taught to students to facilitate their career decision-making.

GOALS

To facilitate the integration of career education in academic courses.

OBJECTIVES

The following objectives will provide direction for learner activities:

1. Each student will conduct two occupational interviews, one in each of two different occupational clusters, and report his/her finding to the class.
2. Each student will develop an academic lesson plan, in his/her teaching area, which integrates or relates to at least one occupational concept or skill.

Concepts to be learned are as follows:

1. Career clustering is a procedure whereby related career fields can be defined and examined.
2. Career interviews are communications between two persons with the purpose of determining what a particular career entails.
3. An occupation is a primary paid work role.
4. Occupational concept is the information needed to successfully engage in a specific occupational activity.
5. Occupational skill is a talent needed to successfully engage in a specific occupational activity.
6. Lesson plan is an outline of a proposed academic activity the purpose of which is to produce a change in behavior or understanding.

LEARNING ACTIVITIES

The following activities were developed to support objectives 1 and 2:

1A. Attend class discussion on the elements of career education.

B. Discuss examples of interview forms.

C. Attend class discussion on interviews.

D. Organize a team with three other students and develop an interview instrument.

E. Attend demonstration on interviewing.

F. Attend class discussion on career clusters.

G. Examine handout on career related clusters.

H. Read Career Education in Maine.

I. Read Youthful Maine Workers: An Exploratory Study.

J. Read The Essential Profession.

K. Identify two different occupations and set up an interview with someone employed in each area.

L. Given randomly selected occupations, identify the most appropriate cluster.

2A. Examine sample lesson plans.

B. Attend class discussion on writing lesson plans.

C. Work through the Self Instruction Package on Learning Activity Packages (L.A.P.).

D. Discuss your lesson plan with at least two other students and note their reactions.

EVALUATION

1. Submit a report on two interviews that illustrate: (a) how the interview was arranged; (b) types of questions asked--to include general and specific examples; (c) termination of the interview; (d) summary of cognitive and affective skills

required in the occupation; (e) types of academic subjects most appropriate for teaching the cognitive and affective skills identified.

2. Submit an academic lesson plan that integrates at least one of the elements of career education into the academic content. Be sure to state clearly: (1) the objective of the lesson; (2) the rationale for its implementation; (3) the activities in which the students will engage; (4) the method of evaluating student performances.

RESOURCES

1. Books:

Gardiner, D. C. "Career Education" The Essential Profession edited by M. B. Scott . Stanford, Cal.: Greylock Publishers, 1976.

Johnson, E. G., Ryan, C. W., Butzow, J. W. Career Education & Maine: Curriculum Guide for Career Education K-12. Orono, Me: College of Education, University of Maine at Orono, 1973.

Kuzsman, F. S. and MacIsaac, T. Guidelines for Writing a Learning Package. Antigonish, Nova Scotia: Cashet Printing and Publishing Ltd., 1974.

Drummond, R. & Skaggs, T. Youthful Maine Workers. Augusta, Maine: Bureau of Vocational Education, State Department of Education and Cultural Services, 1972.

2. Handouts:

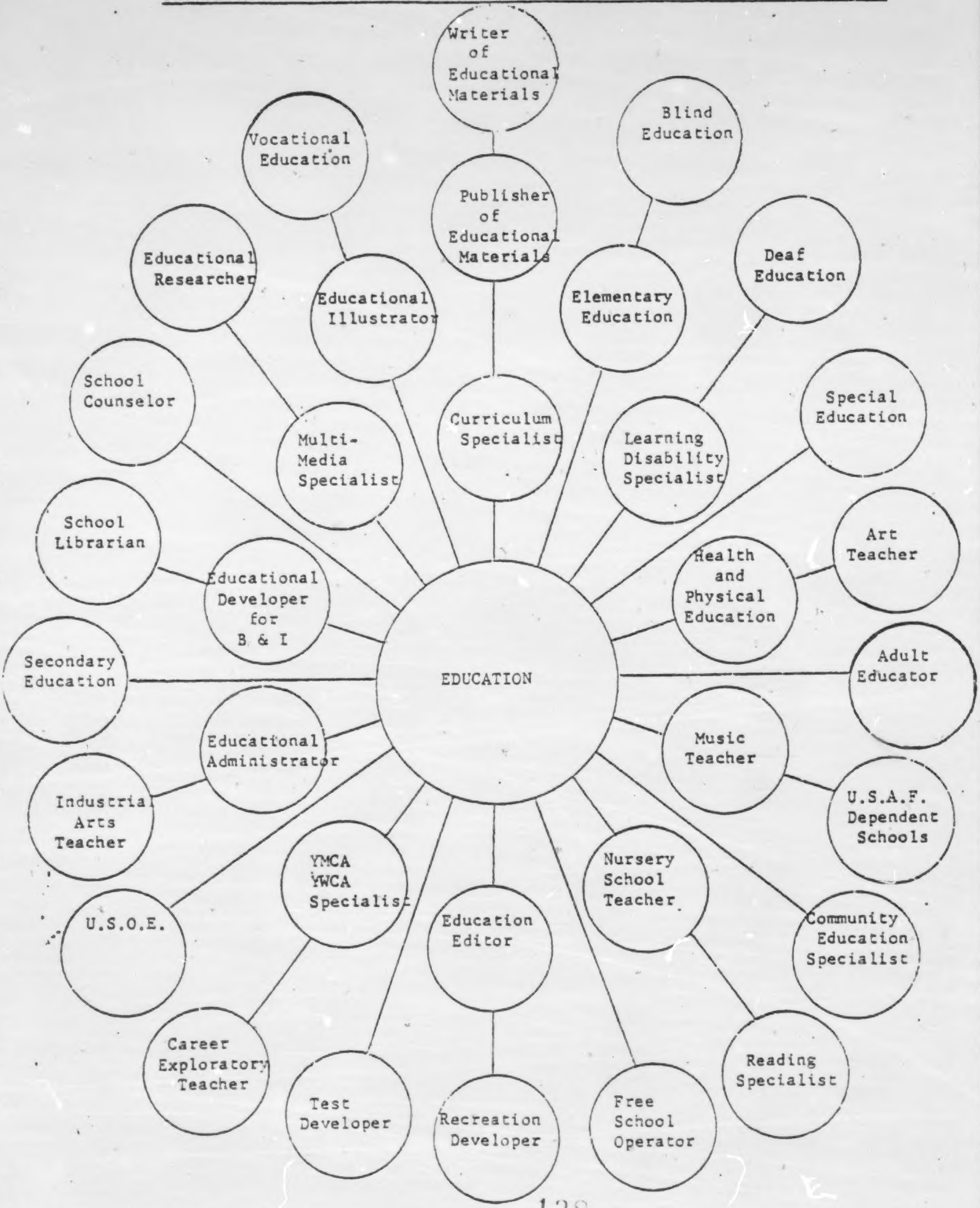
Ryan, C. W. "Occupations for Students with Skill and Training in the Education Field." University of Maine at Orono, 1975.

TIME CONSTRAINTS

This unit is designed to be completed within six hours of instruction plus the time required by the out-of-class activities.

HANDOUT

OCCUPATIONS FOR STUDENTS WITH SKILL AND TRAINING IN THE EDUCATION FIELD


Writer of Educational Materials
Vocational Education
Blind Education
Publisher of Educational Materials
Educational Researcher
Deaf Education
Educational Illustrator
Elementary Education
School Counselor
Special Education
Multi-Media Specialist
Curriculum Specialist
Learning Disability Specialist
School Librarian
Art Teacher
Educational Developer for B & I
Health and Physical Education
Secondary Education
EDUCATION
Adult Educator
Educational Administrator
Music Teacher
Industrial Arts Teacher
U.S.A.F. Dependent Schools
YMCA YWCA Specialist
Nursery School Teacher
U.S.O.E.
Education Editor
Community Education Specialist
Career Exploratory Teacher
Reading Specialist
Test Developer
Recreation Developer
Free School Operator

HUSSON COLLEGE

The following instructional units are intended for
use in business education and business
administration, and may be adaptible
to other academic areas.

APPLICATIONS OF CAREER EDUCATION IN BUSINESS EDUCATION

Bryant Bean, Business Education
Diana Beaudoin, Business Education
Dolores Renaud, Business Education

INTRODUCTION

The purpose of this unit is to improve college students' decision-making skills which lead them to the exploration of careers that are compatible with their stated interests and demonstrated abilities. The average U.S. college student has had little or no practical experience that enables him to relate his decision-making abilities to the development of attitudes and skills that are associated with his/her own career development. It is expected that activities in this unit would be infused throughout one semester's work to allow for the compilation and analysis of information. This student endeavor would be equivalent in grade value to an acceptable term report.

The suggested activities may be adapted in business teacher education at the following:

1. AWARENESS level for freshmen who have not decided career goals, (Psy 110 Psychology of Personal Adjustment).
2. EXPLORATION level for sophomores/juniors through a formal practicum, or volunteer work experience (Ed 200 Practicum in Education).
3. PREPARATION level for seniors enrolled in student teaching or cooperative work experiences (Ed 301, 304, 306 Methods Classes and Ed 401 Student Teaching).

GOALS

The activities in this unit are designed to help the student gather and analyze objective and subjective information about his/her own career interests. Based upon this information the student will plan a program to reach his/her career goals. It is hoped that the student will appreciate the many factors involved in making career decisions and be able to apply what has been learned in this unit to subsequent career decisions. It is expected that the college student will better understand the relationship of his/her college preparation to the world of work.

OBJECTIVES

1. Within the first two weeks of the semester the learner will complete the Strong-Campbell Interest Inventory or similar interest inventory to examine the categories and select, with the assistance of the instructor, the highest ranking interest category.
2. The learner will interview a minimum of five people currently employed to determine, through self-analysis and comparison, areas of concern where commonalities and/or disparities occur between student's identified and expressed interests and actual performances observed on the job.
3. The learner will research appropriate sources to determine future employment opportunities in his/her selected interest area.
4. The learner will prepare a written report (minimum of two pages) summarizing the career information gathered from the interest inventory, interviewing, and shadowing experiences.
5. The learner will design a program of action/study, in cooperation with the advisor, to meet interest, abilities and actual career requirements.

LEARNING ACTIVITIES

The following activities are suggested:

1. Each learner who participates in this unit will take the interest inventory not later than the second week of the semester. The test will be administered and scored by the appropriate college bureau authorized and equipped to administer a standardized testing program.

As soon as the interest inventory has been scored and returned, the instructor, in conference with each individual student, will examine the categories of the inventory. The Strong-Campbell Inventory includes the following categories: Realistic, Investigative, Artistic, Social, Conventional, Enterprising.

The student will select that category which contains his/her highest score. In case of a tie, the student will decide which category and score to examine.

2. Each student should select and obtain permission to interview five people who currently are employed in the career category under examination. The student will use the interview instrument entitled "Career Information Questionnaire," HO 1.

   The completion of these interviews should not extend beyond the second month of the course in which this unit is used.

3. Each student will then select one of the five interviewees and obtain proper authorization to shadow that person for a day.

4. Each learner will consult relevant sources to determine future employment opportunities in the selected interest area. These resources could include library references such as the Occupational Outlook Handbook, or agencies such as the local Employment Security Commission office.

   The learner should be careful to distinguish between short-term and long-range employment opportunities as well as the geographical limitations of job opportunities in the respective areas of student interest.

5. The completed student report will include:

   a. Statement of the problem showing what you proposed to do, why and how you did so.

   b. A summarization of findings from your Strong-Campbell Interest Inventory or similar interest inventory.

   c. An overview of the occupational outlook in the job area you selected. (Consult Occupational Outlook Handbook and other sources).

   d. A summarization of findings obtained from the five interviews together with findings obtained from the day of shadowing one of these interviewees.

e. The Self-Analysis Statement pertaining to the following categories:

   1) Areas where disparity exists between the student's expressed interests in work as compared with a report obtained from experienced persons interviewed and/or shadowed.

   2) Areas where there is no disparity between the student's expressed interests as compared with the report from experienced persons already on the job.

   3) Areas where there may be no correlation whatsoever or a very wide disparity between what the student's interests are and ability demands on the job.

f. A plan of action/study from an examination of the above data. The plan should include all experiences related to preparation for his career interests, i.e., volunteer or work experiences, formal education, apprenticeships, or other related activities.

RESOURCES

1. Books:

Terkel, Studs. Working. New York: Avon Books, 1974.

Occupational Outlook Handbook, Washington, D.C.: U.S. Dept. of Commerce, Bureau of Labor Statistics, 1976-1977.

2. Assessment Instruments:

Strong-Campbell Interest Inventory. Palo Alto, Cal.: Consulting Psychologists Press, 1976.

3. Instructional Resources:

Attached "Career Information Questionnaire" adpated from Stanley Ferguson, University of Maine at Farmington, and Paul Plevyak, Board of Education of Baltimore County, Towson, Maryland.

Federal, State and local agencies

Community resource people interviewed and shadowed.

EVALUATION

1. The learner's report will be evaluated using the following criteria:
    a. proper format and style
    b. the assembling and interpretation of specific findings
    c. analysis and correlation of information to student's career needs.
    d. development of realistic career goals and plan.
2. The unit will be evaluated upon the basis of positive/negative student feedback through class discussions and individual student conferences. This part of the evaluation is designed to assess the strengths and weaknesses of the project and identify areas of improvement.
3. The ultimate long range evaluation of this project will be accomplished by a two- or three-year follow-up study of the students involved to determine if career plans and goals have been met.

TIME CONSTRAINTS

1. Interest Inventory to be taken within first two weeks of semester.
2. Interviews and shadowing to be completed within eight weeks.
3. Final report to be handed in two weeks prior to end of semester.

HANDOUT 1

CAREER INFORMATION QUESTIONNAIRE

The following four categories of questions include the types of information you might need before you decide whether or not to choose a particular occupation as a career. Some of them will not apply to the occupation you are studying. Don't spend a lot of time with questions that are not important to you. The questions might be helpful as a guide when looking into your future occupation.

A. Technical Skills or Tools

1. What is the nature of the work? What kinds of tools, machines, and materials are used?

2. Must tools and equipment be supplied by the worker? What is the average cost?

3. Is a license or certificate required?

4. Are workers union or non-union? What are requirements for entrance into the union? How much are fees and dues? Does the union limit the number admitted?

5. What type of preparation is needed to enter this occupation? How long does it take? How much does it cost? What schools offer the preparation?

B. Salary, Fringe Benefits and Working Conditions

1. What type of physical work is involved? Is the work done inside or outside? Under what kind of conditions? Do people in this occupation work alone or with others?

2. What type of earnings can I expect? What are normal beginning wages? How rapidly do the wages increase? Are wages higher in some sections of the country?

3. What are the hours? What about vacations? Is employment steady or seasonal? Are the skills transferable to other occupations? Is the work hazardous? Are there fringe benefits for employees?

C. Social Aspects of this Work

1. What kind of service do workers in this occupation render to other people?

2. Do employers, unions, or training instituions discriminate against minorities? Against men or women? Against other groups?

3. How does the job affect your life style, leisure activities and health?

4. What suggestions do you have for preparing for a career in this work?

5. What do you like most about this job? What do you like the least?

D. Career Opportunity

1. What are the future prospects of this occupation? Are workers in demand today? Is employment expected to increase or decrease? Why?

2. What are the qualifications for this occupation? Is there an age limit for entrance and retirement? Is the occupation predominantly a male or female occupation? Are there opportunities for both sexes? Are there height and weight requirements?

3. What proportion of workers advance? What do they advance to? After how long? Is additional training or preparation needed for advancement?

4. How many workers are in the occupation? Can a person practice this occupation anywhere he chooses?

5. Are there other occupations that are similar to this one which I should find out about?

This questionnaire has been adapted from information provided by Stanley Ferguson, Career Counseling and Placement, University of Maine at Farmington, and Paul P. Plevyak, Coordinator of Business Education, Board of Education of Baltimore County, Towson, Maryland.

APPLICATIONS OF CAREER EDUCATION IN SHORTHAND

Bonnie M. Bunch, Secretarial Science

INTRODUCTION

Shorthand, like all business subjects, makes a contribution to general education as well as to the vocational preparation of students with experiences which will help them develop those desirable concepts, attitudes and skills which are needed in the business field.

The emphasis in teaching of shorthand in most school systems, however, is on vocational preparation. Individual students electing this course, therefore, should have the interest and ability which with proper training will qualify them later for jobs where these skills will be used. Schools should be encouraged to give increasing attention to guidance and selection of pupils for shorthand. Students for whom there is little likelihood of success should be advised to enter other areas in which opportunities are better for them.

Schools and colleges should determine their need to provide secretarial training for the following reasons: (1) student's interest and ability, (2) requirements of the local business community, and (3) mobility of workers.

Shorthand II is a highly specialized terminal course designed to develop further the skills in shorthand, typewriting, English, and the student's application in the production of transcripts according to mailable standards.

GOALS

The course content and teaching procedures employed in Shorthand II should be specifically selected and directed to accomplish two distinct and separate functions:

1. To perfect techniques in taking more difficult dictation at an increasingly higher rate of speed for increasingly longer periods of time.

2. To develop transcription skill comparable to business standards. These may be stated in terms of goals or job competency.

3. To help students identify career alternatives where these skills are used.

Throughout the course, materials used and procedures employed must operate simultaneously toward achieving these goals.

OBJECTIVES

1. To continue the review of shorthand theory so that the student may continue to build speed rapidly.

2. To develop the student's skill in the use of the dictionary and other reference material.

3. To develop further the student's ability to take and transcribe dictation for sustained periods of time by dictating at higher speeds during speed building.

4. To develop further a broader shorthand vocabulary and automatization of frequently used words and phrases so that the student may take and transcribe a variety of material.

5. To develop skill in taking previewed new-matter dictation at no less than 100 words a minute for three-minute periods so that the student may transcribe the dictation into mailable copy.

6. To continue transcription training so that the student will develop proficiency in this area.

LEARNING ACTIVITIES

Suggested procedures and learning activities that will help to develop competency in taking and transcribing shorthand notes are as follows:

1. Dictate all related material in logical thought phrases, gradually increasing the length of the phrases to develop a sustained word carrying ability.
2. Have a majority of the dictation material in letter form.
3. Constantly increase the amount and frequency of transcription.
4. Give a considerable amount of untimed and irregular dictation.
5. Adapt procedures toward making the classroom work comparable to office situations, gradually developing in the student the ability to work without specific directions and supervision.
6. Encourage developing work habits of neatness and orderliness.
7. Emphasize organizing materials for quick, effective use, particularly the notebook, pen, stationery, carbon paper, eraser, and eraser shield.
8. Make dictionaries and other reference materials available during transcription and encourage students to use them in solving their own problems.
9. Emphasize proofreading every transcript and making needed corrections.
10. Alternate verbatim with mailable-copy transcribing.
11. Conduct transcription work according to office procedure and require quality and quantity standards comparable to actual business standards.
12. Try to instill a sense of satisfaction in work well done.
13. Schedule Shorthand II in a typewriting room, so each student will have access to a typewriter for transcription.
14. New-matter dictation should be carefully selected for wide and varied vocabulary content.
15. Give varying rates of dictation daily.

EVALUATION

Tests--25 percent of grade. Tests should be given on theory and brief forms at the descretion of the teacher.

Transcription--75 per cent of grade. The transcript only should be checked for grading purposes.

Suggested marking scale for new-matter dictation:

Grade Scale	Rate of Dictation	Length of Dictation	Av. Length of Letters	Trans. Time	Trans. Rate
A	110	3 min.	100-200 words	30	25
B	100	3 min.	100-200 words	30	20
C	90	3 min.	100-200 words	30	15
D	80	3 min.	100-200 words	30	10

RESOURCES

1. Books:

Gregg, W. et. al. Gregg Speed Building for Colleges. D. J. Series, New York: McGraw-Hill Book Company, Inc., 1976.

Gregg Shorthand Dictionary. D. J. Edition.

TIME CONSTRAINTS

The time frame for presenting this unit should be one semester.

APPLICATION OF CAREER EDUCATION IN MEDICAL OFFICE PRACTICE
Jane M. Goodwin, Secretarial Science

INTRODUCTION

This unit is designed for students enrolled in a medical secretarial program. Career awareness, job availability, and need for good office help will be discussed in this unit. The course title would be Medical Office Practice.

The job of medical assistant can be interesting--yet most demanding of all office positions. The medical assistant must act with tact and efficiency, have a sympathetic understanding of people, and a desire to serve their needs under what may be difficult circumstances.

GOALS

A. To orientate students in the concept of what on-the-job experience is.

B. To develop a knowledge of the duties of a medical secretary from office visitation.

OBJECTIVES

A. To determine whether the knowledge, concepts of terminology, and skills presented in medically related areas have been retrained.

B. To accelerate and increase the growth of the vocabulary of medicine.

C. To emphasize the various types of work in the medical field.

D. To review the necessary personal qualifications, professional conduct, appearance, medical ethics, and responsibilities.

LEARNING ACTIVITIES

1. Introduction to a day in a doctor's office. This section to be used for a weekly project. Give some suggestions and discuss the procedures followed the first day at the doctor's office.

    a. Open a new patient's file, interview a new patient, and add laboratory reports and doctors' dictation to the patient's record.

    b. Record charges for the patient's visits and laboratory tests.

    c. Record appointments, changes in appointments, and reservations in hospitals for the patients.

    d. Prepare various medical insurance forms by selecting appropriate information from the patient's record.

    e. Handle clerical details for the office, including preparation of purchase orders.

    f. Type materials requested by the doctors, such as abstracts of articles in professional journals.

    g. Prepare monthly statements of patients' accounts.

    h. Serve the doctors as an assistant in those ways appropriate for a medical office assistant.

2. Job shadowing:

    a. After discussion of the office procedures, a shadow of an on-the-job training situation should be suggested.

    b. Students should pick a medical area of interest to them. A visit to the office and a study of procedures used in each training situation should be observed.

    For example: Visit an optometrist's office. Following the daily routine of an office assistant will enable the student to see an eye exam, followed with charting, testing, and fitting the glasses. Make post-check-up appointments and prepare patient's card for the file.

3. Class project:

    a. Each student would outline the job and office shadowed and discuss the outline and outcome with fellow students in class.

RESOURCES

1. Books:

   Medical office procedures book.

2. Instructional Resources:

   Dictating and transcribing material--individual machines and medical tapes.

   Typewriting materials--typing paper, carbon paper, erasers, pens, pencils, and folders.

   Rules for transcription and correct word division.

EVALUATION

An oral report on office visitation is the basis for evaluation.

TIME CONSTRAINTS

This unit is recommended for a one-week project.

APPLICATION OF CAREER EDUCATION IN MACHINE SHORTHAND

Nancy A. Hogan, Secretarial Science
Thelma S. Vining, Secretarial Science

INTRODUCTION

Touch or machine shorthand does for shorthand what the typewriter did for handwriting. Through touch control of 24 keys, one can write phonetically all the sounds that make up the English language. Since notes are machine printed, there is less distortion, as compared with manual shorthand, whatever the recording speed. Machine shorthand is the recording of the spoken word on a machine as opposed to manual shorthand.

For secretarial and/or court reporting students, touch shorthand training opens the door to unlimited opportunities in business and government. It permits students to rapidly attain an employable skill. The student can be gainfully employed while continuing to develop secretarial or reporting skills for advancement in his/her chosen profession.

The following unit is designed for court reporting students who, having chosen their career goal, must now refine the skill of handling one aspect of courtroom procedure; namely, courtroom testimony. Also referred to as Q & A, this is one of the most frequent types of material that a reporter records. In Q & A material, two people are involved: the questioner (usually an attorney for one of the parties) and the witness.

In addition to recording the words of the speaker, the reporter must become skilled at machine manipulation in order to code or designate which person (questioner or witness) is speaking. This is done by using special banks of keys to indicate the questions and answers:

Q is indicated by striking STKPWHR - (Stroke the left side of the keyboard once).

A is indicated by striking FRPBLGTS - (Stroke the right side of the keyboard once).

This technique is much faster than recording the names of the speakers, and it most closely follows the appearance of the transcript since the names of the questioner and witness do not occur in the typewritten transcript.

Below is a sample of the use of Q & A:

WHAT WAS SAID	NOTES
Q What is your name?	STKPWHR
	WH A T
	S
	K W R O U R
	T P H A EU P L
	STPH
	FRPBLGTS
A John Smith.	S K W R O PB
	S P H *EU T
	F P L T

Once a student becomes comfortable with the procedure that must be followed, a high degree of skill in handling this type of dictation must be built so that one will be able to produce a verbatim transcript of Q & A proceedings.

As a courtroom witness may be an expert in a particular area, e.g. a physician, it is important for the student to begin developing vocabulary for technical recording.

Because of the frequent medical testimony in the courtroom, the student is drilled and tested on Q & A medical material which, because of its difficulty, will be slower than conventional Q & A:

> Q How did the injection of the salt solution relieve the pressure?
>
> A The salt solution sucks the fluid from the brain cavity. When the dura was opened it was found free of all aspects except that portion lying directly over the ascending parietal convolution and gyrus.

In subsequent semesters, the student continues to build speed on straight and medical Q & A material.

This unit represents the introduction of Courtroom Testimony to fourth semester court reporting students. Course title: Machine Shorthand III.

OBJECTIVES

1. To introduce courtroom testimony so that the student will be aware that a large percentage of court reporting work involves courtroom testimony.

2. To present machine manipulation that the student must use in order to become proficient in designating speaker identification.

3. To dictate and drill on courtroom testimony material so that the student will develop a high recording speed.

LEARNING ACTIVITIES

As the student progresses in the program various activities can be considered to aid the student:

1. Student visitation to courtroom as observers.

2. The use of records or students in the classroom, student practice and build speed on two-, three-, and four-voice dictation.

3. An experienced court reporter visits class and talks about his/her experiences and the job-market situation.
4. Setting up courtroom visitations where the advanced student goes to court and records the courtroom proceedings.

Technically, this unit never ends while the student is in college. One constantly builds recording speed in the Q & A area to the highest possible degree so that he/she will be able to attain a high degree of proficiency. That student also has a goal to be able to pass Q & A tests administered by the National Shorthand Reporters Association which is administered at 225 words per minute. This special national certification is to the court reporter what the CPA is to the accountant.

RESOURCES

1. Instructional Resources:

   Variety of material published by Stenograph and National Shorthand Reporters Association.

EVALUATION

Students must meet basic speeds at the end of each semester, meeting course requirements.

TIME CONSTRAINTS

As said before, "this unit never ends while the student is in college. He/she constantly builds recording speed in the Q & A area to the highest possible degree so that he/she will be able to attain a high degree of proficiency."

APPLICATION OF CAREER EDUCATION IN CAREER PLANNING AND PLACEMENT

Ann Korschgen, Career Planning and Placement
Dave O'Gorman, Business Administration

INTRODUCTION

One of the objectives of Career Education as outlined by the United States Office of Education is to enable "Students to identify and describe their own current interests and values." Many college and university faculty members may agree that this is a worthwhile objective, but they are unclear as to how to incorporate it into their courses, especially as related to course content.

Also, even if they are successful in developing strategies which seem to facilitate student self-knowledge, it is difficult for either the faculty or the students to measure actual attainment of this goal.

GOALS

This particular strategy has been developed to help students identify and describe their interests and values. At the same time the strategy provides a standard for measurement of the accomplishment of these goals. In addition, this strategy is flexible enough to be applicable to many different courses, especially those related to business administration. The strategy has important implications for the future activities of people in management, such as recruiting, training, and assessment of personnel. It also helps students more easily associate their values with different career objectives.

A secondary goal of this strategy is the exposure to and development of better job interviewing behaviors through practice and articulation of values and interests in a mock job interview situation.

OBJECTIVES

1. The learners who participated in values clarification should evidence better self-understanding in career-related questions as opposed to those who did not participate.

2. The values clarification exercises should become more meaningful when the learner can see their applicability to such an important situation as performance in the job interview.

LEARNING ACTIVITIES

1. To Help Learner Identify Values and Interests. To achieve this objective, the learner must participate in a minimum of three (3) separate hour-long values clarification exercises. Recommended exercises are found in Values Clarification: A Handbook of Practical strategies for Teacher and Students by Sidney Simon, Leland Howe, and Howard Kirschenbaum and could include: "Twenty Things You Love To Do," "Personal Coat of Arms," and "Strongly Agree/Strongly Disagree." In each exercise students are asked to complete and then share their responses verbally with the others in the group.

2. To Help Learner Articulate Values as Related to Career Interests. To achieve this objective, the learners are asked to participate in a mock job interview session after the series of values clarification exercises are completed. In the mock interview, each learner is asked specific questions designed to measure self-understanding as related to career objectives.

RESOURCES

1. Books:

   Simon, S. et al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York, N.Y.: Hart Publishing Company, Inc., 1972.

2. Assessment Instrument:

   Mock Interview Questionnaire, Husson College, 1977.

EVALUATION

At least two impartial raters are suggested to evaluate students according to the self-knowledge exhibited in their responses to the interview questions (See Appendix A for questions and the accompanying rating scale). Evaluation by the same raters of a control group of students not participating in the values clarification exercises is recommended. This is to demonstrate the measurable differences in self-understanding as evidenced by those participating in values clarification exercises as compared to those who are not.

TIME CONSTRAINTS

The values clarification exercises can be done in a minimum of three hours. The mock interviews are usually 10-13 minutes per student if the same questions are used as given in the appendix. Two to three hours are recommended for discussion.

APPENDIX A

STUDENT'S ID ______________________________

RATER'S NAME ______________________________

Rate each question according to the following criteria:

HOW MUCH UNDERSTANDING OF SELF WAS INDICATED IN STUDENT'S RESPONSE TO THIS QUESTION?

Use the 5 point scale below for each response. A rating of 1 = low means the student was obviously not able to indicate by his/her response an understanding of self. A rating of 5 = high means the student was well able to indicate by his/her response a good understanding of self.

	Please circle				
	Low				High
Question 1 Did you enjoy your four years at Husson? Why or why not?	1	2	3	4	5
Question 2 Do you feel that you received a good general training?	1	2	3	4	5
Question 3 What are your future vocational plans?	1	2	3	4	5
Question 4 What qualifications do you have that make you feel that you will be successful in your field?	1	2	3	4	5
Question 5 What kind of boss would you prefer? Why?	1	2	3	4	5
Question 6 Which is your prime concern--making money or service to humanity? Why?	1	2	3	4	5
Question 7 Can you take instructions without feeling upset?	1	2	3	4	5
Question 8 What types of people seem to rub you the wrong way?	1	2	3	4	5
Question 9 What have you done which shows initiative and willingness to work?	1	2	3	4	5
Question 10 What are your own special abilities?	1	2	3	4	5

APPLICATIONS OF CAREER EDUCATION IN ADVANCED SHORTHAND

Pauline N. Saba, Secretarial Science

INTRODUCTION

Advanced shorthand is presented in the final semester (fourth) of manual shorthand speed development. The members of the class are completing two-year secretarial programs in the legal and executive secretarial areas at Husson College. The competencies achieved in this course should enable these students to achieve success in the world of work in their chosen fields.

The Career Planning and Placement Office at Husson College conducts seminars for prospective graduates in the areas of interviewing, application letters, and data sheets. This instructional unit, therefore, will not concern itself with these aspects of career development.

GOALS

Goals for these students are to demonstrate the ability to record dictation of unfamiliar material at an acceptable speed and to become more aware of work situation which require these skills. This unit is designed to assist them in the refinement of their professional skills and the improvement of their secretarial competencies.

OBJECTIVES

Students will:

1. Record dictation of unfamiliar material at a speed of 120 w.p.m. for two- and three-minute periods and to produce mailable typewritten transcripts with one carbon copy within a prescribed time limit. A minimum of two 2-minute and one 3-minute dictation must be transcribed correctly to meet the requirements of the course. Ten minutes is allowed for transcription of the two-minute dictation and fifteen minutes for the three-minute dictation.

2. Examine career concepts other than basic technical secretarial skills. For example,

   a. decision-making

   b. career awareness

   c. work attitudes

LEARNING ACTIVITIES

1A. The homework assignment for each class period will include the reading and writing of one complete lesson from the text.

B. Students are also expected to use supplementary dictation materials available for their use outside the classroom. Speed in shorthand writing can be increased only by concerted, daily practice.

C. Additional outside assignments will consist of exercises for the review of spelling, punctuation, expression of numbers, etc.

D. Semi-technical vocabulary in different fields of business and the professions will be presented. Students will learn the correct spelling, pronunciation, and definitions of terms used in such areas as accounting, management, finance, marketing, statistics, and the legal and medical professions.

E. Classroom activities will include teacher dictation of both familiar and unfamiliar material at various speeds. An illustration follows:

   1) Dictation at 100 w.p.m.

   2) Repeated dictation of the same material at 110 w.p.m.

   3) Repeated dictation of the same material at 120 w.p.m.

   4) Final dictation at 110 w.p.m. for controlled writing. Students will be called upon at random to read portions of the dictated material.

   5) The final portion of the class period will be devoted to taking dictation of unfamiliar material which the students will transcribe immediately.

F. Students will be allowed two minutes to set up each letter. The setup includes the following:

1) Assemble and insert carbon pack into typewriter.

2) Adjust margin stops.

3) Type student name and number, letter number and dictation speed at the top of the letterhead.

4) Type current data, inside address, and salutation.

At the end of the two-minute period, the instructor will start timing the transcription of the body of the letter. Students will have ten minutes to transcribe a two-minute dictation and fifteen minutes to transcribe a three-minute dictation. Two letters will be transcribed at each class meeting, and the instructor will read the dictated material so that students may check the accuracy of their transcripts. In addition to the actual text of the dictated letters, the following points will be included:

a. Spelling of troublesome words.

b. Punctuation

c. Suggested paragraphs

d. Expression of numbers

A maximum of three transcription errors will be accepted on a three-minute letter, but nc errors will be permitted on the two-minute letters.

2. Throughout this unit of instruction, various related areas will be presented for discussion.

A. Discussion: The importance of being able to make quick responsible decisions in a work situation.

Research indicates that the present cost of producing an average-length business letter is slightly in excess of $4. The secretary's desk or work area must be organized so that frequently used equipment and supplies are where they can be reached quickly. A key requisite to success as a secretary is sensitivity to time--both his or her own and that of business associates. It is important that all activities for which one is responsible are completed on time and that the employer's schedule is kept.

B. Discussion: Career awareness concepts as they relate to secretarial students.

As a preliminary assignment, students will draw up a set of career objectives and an outline of the duties and responsibilities which they feel are applicable to the positions which they hope to attain in the world of work. Discussion in class will hopefully refine some of their concepts.

C. Discussion: Behavior as a reflection of work attitudes.

The secretary must be sensitive to the cost of an error--not only in lost time but in the significance of an error. This can vary from the embarrassment of the person responsible to a lowering of the prestige of the firm to the loss of business. Specific illustrations of various types of errors will be presented for discussion; for example, the spelling of names and addresses, amount of money, dates, times, etc. A simple comma can change the meaning intended by the employer. A misspelled word in a communication can stimulate doubt in the mind of the recipient as to the knowledgeability of the sender.

Written communications present an image of a firm by their accuracy, clarity, and appearance. Secretaries, too, effect the image of a firm by their attitudes and appearance.

RESOURCES

1. Books:

Gregg Expert Speed Building, Diamond Jubilee Series. Gregg Division of McGraw-Hill Book Company.

Century 21 Shorthand Dictation and Transcription Projects, Collegiate Series. South-Western Publishing Company.

2. Instructional Resources:

The shorthand laboratory is available daily for taking dictation from cassettes prepared by the Gregg Division of McGraw-Hill Book Company. These cassettes contain material dictated at speeds ranging from 100 w.p.m. to 150 w.p.m. Phonograph records prepared by Dictation Disc Company at the same speeds may be borrowed from the Husson College Library for additional speed-building practice outside of class.

Many secretarial handbooks are also available in the Secretarial Science Library.

EVALUATION

1. Each test letter transcribed in class is an evaluation of the student's ability to write and transcribe unfamiliar material dictated at speeds from 100 w.p.m. to 150 w.p.m. Successful completion of the requirements at specific speeds become a part of the final course grade. A suggested scale is:

    1. 120 w.p.m.--C

    2. 130 w.p.m.--B

    3. 140 and above w.p.m.--A

2. Students may conduct their own subjective evaluations concerning the relevance of career concepts to this course.

TIME CONSTRAINTS

This instructional unit will be presented in one semester consisting of 44 class meetings of 100 minutes each.

APPLICATIONS OF CAREER EDUCATION IN LABOR ECONOMICS AND GENERAL ECONOMICS

Charles Sullivan, Business Administration

INTRODUCTION

The purpose of this unit is to awaken college students to the potential significance and impact that labor unions might have on their chosen careers. In the process of career exploration, the student should be encouraged to investigate which jobs presently or potentially require employees to join a union. Furthermore, the students should determine whether their personal values and attitudes are compatible with the presence or absence of a union in their chosen careers. It is anticipated that this unit should extend over the semester and be equivalent to one preliminary report and one term report (about 25% of the final grade).

GOALS

The activities in this unit are designed to help students collect, organize, interpret and present data on their perceptions of the potential significance of labor unions in the student's selection of a career. It is hoped that the student's awareness will focus upon factors such as collective versus individual bargaining, job security, job flexibility, promotional opportunities, mobility, fringe benefits, status, job satisfaction, happiness and potential earnings in making or confirming a career decision.

OBJECTIVES

1. At the beginning of the course the student will complete the attached examination (developed by the instructor and the students) to ascertain the students' personal attitudes about labor unions.

2. The student will develop a background in the history, purpose and objectives of the labor movement by reading the assigned material, attending course lectures and discussions, and doing individual research.

3. The student will prepare a list of the ways that labor unions have affected working conditions positively and/or negatively.

   OR

   The student will prepare a list of kinds of occupations which require joining a union and those which do not require joining a union.

   OR

   The student will prepare a list of the things which students should know about labor unions.

4. The student will demonstrate analytic ability by selecting from a prepared list, a biography or autobiography of a prominent labor leader, and preparing a one page report indicating the student's opinion as to the most important decision made by the labor leader affecting the labor movement.

   OR

   The student will selectone law from a list of federal legislations and prepare a one page report indicating which section or provision of the law has the most significant impact on the labor movement.

5. The student will interview three persons currently employed in the student's major field, using the attached questionnaire. The student will use the results of these interviews to support or challenge his/her own judgement concerning unions.

6. Based on interviews, reading assignments, course notes, and personal research, the student will decide whether the absence or presence of a union has any significance for him/her in deciding on a career.

7. The student will continue or modify his/her program of action/study as a result of the decision made in 6 above.

LEARNING ACTIVITIES

1. Attitude Test: The students participating in the unit project will take a designated test to reveal their attitudes toward labor unions. The test must be taken prior to the seventh course lecture.

2. Interviews: The students will interview three people who are currently employed in their career category. During these interviews, the students will administer the labor union attitude test to their interviewees. The students will summarize the attitudes of the interviewees and submit a report prior to the twenty-first lecture.

3. Curriculum materials: The students will read the textbooks, other assigned materials and attend course lectures and discussions.

4. Biographies, autobiographies and labor legislation: The student will decide on the major contribution of an outstanding labor personality to the union movement after reading the laborite's biography or autobiography or the student will decide on the major differences of a piece of federal legislation affecting this labor movement. This report is due prior to the thirty-first lecture.

5. Lists: The student will prepare a list of the pros and cons of labor unions, a list of the occupations that are organized and unorganized, or a list of the things that a student should know about labor unions. This list should be submitted prior to the thirty-fifth lecture.

6. Report: The final report should be a minimum of four double-spaced typewritten pages. It should summarize all the learning activities and the conclusions drawn from each activity. Finally, the student is to conclude what potential significance and impact labor unions have on his/her chosen career, and whether as a result of the study he/she will continue toward the same career.

7. Retest: The student will again take the attitude and information test to determine if the student's attitudes toward unionization have changed as a result of his/her increased knowledge of the subject. Hopefully, the student will score higher in the "knowledge about unions" section of the exam.

RESOURCES

1. Books:

Bloom, Gordon F. and Northrup, Herbert, R. Economics of Labor Relations. (7th ed.) Homewood, Ill.: Richard D. Irwin, Inc., 1973.

McConnell, Campbell. Ecomomics. (6th ed.) New York: McGraw-Hill Book Co., 1975.

Occupational Outlook Handbook. Washington, D.C.: U.S. Dept. of Commerce, Bureau of Labor Statistics, 1976-1977.

Trenton, Rudolph, W. Basic Economics. (3rd ed.) Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

2. Assessment Instruments:

Self-designed Attitude Towards Labor Test.

3. Instructional Resources:

Course reading assignments.

Course lecture notes.

Bibliography of biographies and autobiographies (see attached).

Community people interviewed.

Local AFL-CIO Labor Union Office Personnel.

4. Handouts:

Bibliography of suggested readings.

EVALUATION

1. Student
    - a. Each preliminary step in the career education unit will be evaluated on the basis of reports submitted for:
        - 1) Timeliness
        - 2) Completeness
        - 3) Neatness and style of presentation
        - 4) Clarity of thought
    - b. The final report will be evaluated on the basis of:
        - 1) Timeliness
        - 2) Completeness
        - 3) Neatness and style of presentation

4) Assembling and interpretation of findings.

5) Analysis and correlation of information to student's career objective.

2. Program

The unit will be evaluated by issuing a questionnaire designed to elicit positive/negative feedback on the unit.

TIME CONSTRAINTS

1. Attitude Test must be completed prior to the seventh lecture.
2. Interviews must be completed prior to twenty-first lecture.
3. Biographical, autobiographical or legislative report must be submitted prior to thirty-first lecture.
4. Student evaluation lists must be submitted prior to the thirty-fifth lecture.
5. Final report is due prior to the last course lecture.

EXERCISE SHEET

Decision-Making Exercises

1. Directions: The following is a list of important federal legislation that has affected union-management relations and workers' rights. Select a law, research its impact on organized labor and write a one page report on your evaluation of the most significant aspect of the law.

   Sherman Act of 1890
   Clayton Act of 1914
   Railway Labor Act - 1926 (and subsequent amendments)
   Norris-LaGuardia Act - 1932
   National Labor Relations Act - 1935 (Wagner Act)
   Federal Social Security Act - 1935
   Fair Labor Standards Act - 1938 (and subsequent amendments)
   Taft Hartley Act - 1947
   Landrum-Griffin Act - 1959 (Labor Mangement Reporting and Disclosure Act)
   Equal Pay Act of 1963
   Civil Rights Act of 1964 (Title VII)
   Age Discrimination in Employment Act of 1967
   Occupational Safety and Health Act - 1970 (OSHA)

2. Directions: Select the name of a prominent labor leader, (past or present), read his autobiography or biography and write a one page report on your evaluation of the most significant contribution that your selectee made to the labor movement. The following partial list contains some suggestions for your consideration.

   Terence V. Powderly
   Uriah S. Stephens
   Samuel Gompers
   John L. Lewis
   William Green
   Walter Reuther
   James Hoffa
   George Meaney
   Philip Murray
   John Mitchell

HANDOUT
BIBLIOGRAPHY

Required Reading

Books:

1. Autobiography or biography of a prominent labor leader.
2. Bloom, F. and Northrup, R. *Economics of Labor Relations*. (7th ed.) Homewood, Ill.: Richard D. Irwin, Inc., 1973.
3. McConnell, C. *Economics*. (6th ed.) New York: McGraw-Hill Book Co., 1975.

Articles:

1. Heilbroner, R. L. "The Changing Face of Labor." American Issues Forum, *Maine Sunday Telegram*, Feb. 1, 1976.
2. ____________________. "History of Change in the Labor Force." American Issues Forum, *Maine Sunday Telegram*, Feb. 8, 1976.
3. ____________________. "Work: An American God." American Issues Forum, *Maine Sunday Telegram*, Feb. 15, 1976.
4. ____________________. "Beyond Work: Problems for the Future." American Issues Forum, *Maine Sunday Telegram*, Feb. 22, 1976.
5. Perlman, S. "A Theory of the Labor Movement." New York: The MacMillan Co., 1928. Reprinted in Lloyd G. Reynolds et. al., *Readings in Labor Economics and Labor Relations*. (6th ed.) Englewoods Cliffs, N.J.: Prentice-Hall, Inc., 1974.
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APPENDIX A

INTERVIEW SHEET

NAME____

COMPANY_____________________________________

DATE____

I AM ____ A UNION MEMBER

I AM NOT ____ A UNION MEMBER

I HEREBY CONSENT TO THE USE AND PUBLICATION OF THE RESULTS FROM THE TABULATION OF THIS QUESTIONNAIRE.

____

INTERVIEWEE

____

INTERVIEWER

APPENDIX B

PRE - COURSE ATTITUDE AND INFORMATION TEST

A. ATTITUDE

YES NO

1. Unions are an indispensable element in the economic life of the country.

2. Many union leaders have used their union positions to benefit themselves financially.

3. Many union leaders have known ties with racketeers and organized crime.

4. Unions have become too powerful and should be restricted in the abuse of their power by law.

5. When they were first started, because workers were being exploited by low wages, long hours and bad working conditions, unions were needed.

6. In many industries, unions are needed so the legislative complaints and grievances of workers can be heard and action taken on them.

7. Most unions in the U.S. have been working for such things as national health insurance, higher unemployment compensation, better Social Security, minimum wage laws and other desirable social needs.

8. If there were no unions, most employers would quickly move to exploit their employees.

9. Most unions stand for helping less privileged people get a better break.

10. Unions have stood in the way of equal opportunity for blacks, women, and others.

11. The continual demand by unions for higher wages is the major cause of inflation.

12. Professional workers have hurt their images by joining unions.

13. Non-union occupational wages are not affected by the existence of unions.

14. Union demands for seniority as a major determinant for promotion has reduced initiative among union workers.

APPENDIX B (continued)

15. Union strikes are disruptive and provide no overall gains for workers.

B. INFORMATION

1. Does the occupation that I have chosen for a career require that I join a union?

2. What are the requirements for joining the union?

3. Is there an initiation fee for joining the union?

4. How much are the union dues?

5. Does the union have a fixed membership?

6. How frequently have employees gone out on strike in this occupation?

7. What are the average earnings for this occupation?

8. What are the average beginning wages for this occupation?

9. How are salary increases and promotions determined?

10. Would I be expected to attend the union meetings? How often?

11. Would I be expected to participate in strikes, picketing, or boycotts?

12. Would I be expected to vote for political candidates endorsed by the union?

13. How will joining a union and participating in union activities affect my life style and circle of friendship?

14. Will joining a union preclude any future opportunities in management?

15. If the occupation that I have chosen is not presently organized, what is the potential for future unionization? Are any efforts currently being made to organize the workers in this or similar professions?

APPENDIX B (continued)

C. INVENTORY YES NO

1. I prefer to be my own spokesman.
2. Opportunity is more important than security.
3. Performance is a better criterion for promotion than seniority.
4. Strikes and picketing are not professional activities.
5. I would like to attend union meetings and participate in union activity, if I join a union.
6. Unions are democratic.
7. Unions are not discriminatory.
8. I will be better off if my occupation is one that is unionized.
9. Job security is very important to me.
10. Job satisfaction is more important to me than high wages.
11. I would prefer to by my own "boss," and set my own standards for performance.
12. Workers should not be required to join unions to keep their jobs.
13. Unions stifle initiative.
14. I am interested in rapid advancement.
15. Unionized workers do not have the same "status" as non-union workers.

APPENDIX B (continued)

D. KNOWLEDGE

PLEASE ENCIRCLE THE LETTER CORRESPONDING TO THE CORRECT ANSWER. ONLY ONE ANSWER IS CORRECT.

1. The current size of the work force in the U.S. is approximately

   a. 90 million
   b. 97 million
   c. 50 million
   d. 150 million

2. The Occupational Safety and Health Act (OSHA) was a law passed by Congress to provide a safe and healthy workplace for American workers. It does not cover one of the following groups of employees.

   a. Public sector employees
   b. Private sector employees
   c. Union employees
   d. Non-Union employees

3. The individual often referred to as "the father of the American labor movement" was

   a. George Meaney
   b. Walter Reuther
   c. John L. Lewis
   d. Samuel Gompers

4. The current president of the AFL-CIO is

   a. William Green
   b. George Meaney
   c. James Hoffa
   d. John L. Lewis

5. Which of the following federal legislative acts made it decidely more difficult for employers to obtain injunctions against labor unions?

   a. Landrum-Griffen
   b. Taft-Hartley
   c. Norris-LaGuardia
   d. Wagner

6. The federal legislative act which established the National Labor Relations Board and was clearly "labor's Magna Charta" was the

   a. Wagner Act
   b. Taft-Hartley Act
   c. OSHA
   d. Landrum-Griffen

7. When unions or their members receive payment for work not actually performed, this specifically outlawed practice is called

   a. checkoff
   b. featherbedding
   c. boycott
   d. closed shop

APPENDIX B (continued)

8. The individual worker's rights to attend and participate in union meetings, to vote in union proceedings, and to nominate officers are guaranteed by

   a. Wagner Act
   b. Taft-Hartley Act
   c. Norris-LaGuardia
   d. Landrum-Griffen

9. Title VII of the Civil Rights Act of 1964 protects workers from discrimination. The following area is not covered under the act:

   a. race
   b. religion
   c. age
   d. National origin
   e. sex

10. The requirement that a worker must join a union after thirty days of employment is called:

   a. closed shop
   b. open shop
   c. union shop

E. PERSONAL

PLEASE ENCIRCLE THE LETTER WHICH APPLIES TO YOURSELF

1. Sex
   a. male
   b. female

2. Class
   a. first year
   b. second year
   c. third year
   d. fourth year

3. Course
   a. Labor Economics
   b. General Economics

4. Program Major

   a. Accounting - 2 year
   b. Accounting - 4 year
   c. Business Administration - 2 year
   d. Business Administration - 4 year
   e. Business Teacher Education
   f. Secretarial Science - 2 year
   g. Secretarial Science - 4 year
   h. Non-matriculated

APPLICATION OF CAREER EDUCATION IN COOPERATIVE EDUCATION

Robert D. Thomas, Cooperative Education

INTRODUCTION

Prior to becoming cooperative education employees, all Husson College students who have opted for this program will participate in a series of workshops designed to make the work/study experience fruitful. This unit deals with self-awareness as an aspect of personal development. Through individual and small group analyses of the students' personal narratives, as well as working with a self-directed exercise, students will gain a greater understanding of their own career development.

GOAL

To aid students in gaining insight into their experiences and emotions such that they will develop a functional understanding of what work they can do well, why, and where they might like to do it.

OBJECTIVES

The students will:

1. identify and describe their own skills and competencies.
2. identify and describe their own current interests and values.
3. know themselves and their impressions upon others.

LEARNING ACTIVITIES

1. Prior to the workshop, students will be asked to write a 5-7 page narrative on their past work and leisure experiences.
2. Each student will list the skills, competencies, interests, and values indicated in his/her personal narrative.

3. Students will form groups of three and listen to each other read his/her own narrative. The listeners provide feedback to the reader by listing the skills, competencies, interests, and values which they heard.

4. Students will work individually with Richard Bolles' "The Quick Job-Hunting Map."

RESOURCES

1. Instructional Resources:

   A 5-7 page personal narrative.

   Bolles, Richard N. The Quick Job-Hunting Map. The National Career Development Project, Ten Speed Press, 1975.

EVALUATION

1. Students will compare their own lists of skills, competencies, interests, and values with the feedback from their listeners. This will provide students with more information about themselves.

2. Results of "The Quick Job-Hunting Map" will be listed and examined in light of the personal narrative exercise, so that a composite list can be generated.

TIME CONSTRAINTS

The self-awareness workshop can be handled in one 2½ hour session. "The Quick Job-Hunting Map" will require 45-60 minutes. Students should be encouraged to spend 30 minutes gleaning skills from their personal narratives, and an hour can be given to group work.

APPLICATION OF CAREER EDUCATION IN SECRETARIAL SCIENCE

Patricia B. Trask, Secretarial Science

INTRODUCTION

This unit is to be used in an intermediate typing class after several weeks of assignments on business letters and is oriented to helping students develop competencies via part-time employment.

GOAL

The goal of this unit is to have students apply their knowledge of business letters to a practical situation, which will make them aware of the available job possibilities in typing.

OBJECTIVES

Students will be:

1. acquainted with possible use of their typing skills in part-time employment.
2. aware of the job possibilities available to them on a part-time basis.
3. able to apply their knowledge of typing business letters to an actual business situation.
4. aware that part-time employment is an excellent way of maintaining their skill competencies and of staying abreast of new typing techniques in the world of business.

LEARNING ACTIVITIES

The following activities are student centered:

A. Session 1 - Discuss the various ways the students can use their skills other than full-time employment:

   1. During the remainder of school training.
   2. When unable to accept full-time employment.

B. Discuss types of jobs available in most any area:

   1. Type term papers and reports for students in area colleges.

   2. Type business papers for businessmen who do not have a regular secretary; for example, an insurance agent.

   3. Local businesses that have night clerical workers; for example, the local banks, nursing homes, hospitals, data processing centers, etc.

   4. Reach others by an advertisement in local newspapers announcing the availability of the student.

   5. Ask for suggestions of any other possibilities.

C. Pass out a list of names and addresses of businesses or individuals and have each student prepare a letter of job inquiry similar to the one they are to compose for homework.

D. Discuss what a letter of inquiry is to include.

   1. Reasons for writing.

   2. Positions available at the present time.

   3. If work is available, average amount during a week.

   4. Salary range.

   5. Request for reply for use with entire class.

   6. Date student must report reply to class.

   7. Variation of contents.

      a. The contents of the letter would vary according to the recipient (business or individual).

A. Session 2 - Discuss students' letters of job inquiry.

B. Have students type a rough draft of letter to be checked for content by the teacher.

C. Have students type final copy of letter with an envelope.

A. Session 3 - Students read letters of reply to group.

B. Discussions of results and information received from the letters; transfer of information in letters to a statistical information chart.

A. Session 4 - Devise a bulletin board display with the letters and create a colorful chart of the jobs now available in the area on a part-time basis; also use the statistical information chart on the bulletin board.

RESOURCES

Classroom typing book, English grammar book, letter writing textbook, telephone directory, and classified section of the local newspapers are to be selected as appropriate to the particular class.

EVALUATION

The carbon copies of the students' letters would be graded for contents, neatness, placement on paper, and accuracy. A chart of statistics would be placed on the bulletin board which would show the information received in the replies to their letters; in other words, what jobs are available.

TIME CONSTRAINTS

The first three days of this unit would be within a one week period. The activities to be done after receiving the answers to the letters would take at least one day, hopefully within a week's time of the first three days' activities.

UNIT SUMMARY

The preceding units represent faculty and administrative efforts to infuse career education concepts into education, human development, and business education at the University of Maine and Husson College. The University Seminar Series was successful in providing a means through which this end could be achieved. However, implementation of these or similar units now becomes the responsibility of educators who are concerned with their students' career development and their own quality of teaching.

Chapter 4

EPILOGUE

The infusion of career education in post-secondary institutions will receive continued impetus in the remaining years of this decade. Faculty and staff will accept the premise that assisting collegiate level students with career development concerns is a justifiable task. It is predicted that an increasing percentage of financial resources will be allocated for materials, faculty in-service training and addition of extra staff with expertise in the area of career education.

A brief recapitulation of the career education concepts is essential to focus the major thrust of the model and material presented in this monograph. The eight basic elements of career education are:

1. Self Awareness
2. Educational Awareness
3. Career Awareness
4. Economic Awareness
5. Decision Making
6. Beginning Competencies
7. Employability Skills
8. Appreciation & Attitudes

Each of the eight elements may be translated or factored into specific curriculum objectives or career development activities. It is assumed that selected elements of the career education concept will be more viable to post-secondary faculty and staff. Our research results indicate that faculty, administrators, and career planning and placement staff have differing perceptions regarding utilization of the elements within their specific areas. The following examples are offered:

1. Post-secondary Faculty - the elements of self awareness, career awareness, and decision making are best used to help students determine their career goals, and increase awareness of career alternatives within the framework of increased self understanding. Faculty in this project perceived the career education elements as helping students clarify career goals and objectives. A secondary concern of education faculty was to train future teachers to use the elements in their work within public school classes.

2. Administrators - the two administrators that participated in the seminar series viewed the career education concept as a viable mechanism for re-structuring freshman orientation courses around a career development theme. Classroom techniques that used career interest testing, value analysis and field based exploratory activities were particularly appealing. In essence, administrators seem to be searching for ideas and practices that will revitalize the career exploratory process for students within a particular college. Improving faculty advising is also considered critical in adding relevance to the process of student career development. Underlying the above assumptions is a growing acceptance that student career development concerns are meaningful activities for academic departments.

3. Career Planning and Placement Staff - the participants in our seminar series provided consistent evidence of their concern to expand career development activities beyond senior year exit counseling. Increasing career development activities that focus on improving self concept, facilitating career awareness, enhancing decision making skills and providing students with coping skills must begin in the first year. Expanded career development staff who will work within particular colleges or departments to provide the above services will be mandatory if changes are to occur. Many faculty or other professional staff members may not have the competency to deliver or respond to all student concerns. On large multi-purpose campuses the establishment of career development centers within a college is a viable response to meeting student needs. Small, single purpose institutions may be able to provide the necessary complex career development services by expanding staff and redirecting financial resources to this area.

The seminar series produced two major outcomes:

1. That colleges and universities need to place more emphasis on student career development, i.e. helping students clarify career goals and objectives. This was seen as a joint responsibility of the academic departments, specifically the faculty and the career planning and placement office.
2. That teacher training institutions need to incorporate courses of study within their curriculum that embody the elements of career education, in order to train future teachers in the effective use of these elements in their work within the school.

In summary, the second year of the Comprehensive Career Education Project was most rewarding for the staff. The enthusiastic response from project participants has encouraged us to increase our efforts to infuse career education in post-secondary institutions.

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